

Assurance Argument

Demo - Lorain County Community College

Review date: Not Set

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Since 1963, as Ohio's first community college campus, established through a financial commitment from the community by passing a local tax levy, the [mission of Lorain County Community College \(LCCC\), as included in LCCC's strategic plan titled Vision 2025](#), has been deeply connected to the community it serves. LCCC intentionally ensures that the community has a voice in shaping the mission and strategic direction. LCCC has a broad mission as an open access, comprehensive community college. In September of 2018, LCCC kicked off its most recent strategic planning process. As a key component of the development of the strategic plan, the college engaged stakeholders in the review and update of the college's mission, vision and values. The following refined LCCC mission statement resulted from the process and [was adopted by the District Board of Trustees in April 2019](#):

It is the mission of Lorain County Community College to provide opportunities for...

- Individuals to succeed through quality education
- Economies to grow through innovation
- Communities to thrive through rich cultural experiences

To reach this point of an updated mission, vision, values and strategic priorities and initiatives, LCCC's strategic planning process consisted of a four-phase approach, spanning nine months.

PHASE ONE (September-December 2018): Listening and Learning

LCCC completed an [environmental scan](#) of local, regional, national and global trends, evaluating 103 articles to best guide presentations for the process. The environmental scan [guided](#) the content and context of [engagement sessions](#) and the work of the Vision Network.

Externally, the college engaged with community leaders across a vast array of Lorain County and regional organizations, including the arts; civic organizations; entrepreneurs; the faith-based community; minority leadership; aging/retired populations; philanthropy; business and community development; education; health and human services; the non-profit sector; veterans; organized labor and government officials. LCCC hosted more than 50 sessions across every community in Lorain County, engaging more than 750 participants at over [20 venues](#).

Internally, the College engaged with full- and part-time faculty, staff and students, hosting more than 30 sessions that engaged more than 500 participants for 42 hours of conversations across four campus sites - its Elyria Campus as well as the college's educational learning centers in Lorain, Wellington, and North Ridgeville.

PHASE TWO (January-April 2019): Building the Vision

More than 130 stakeholders representing community constituents as well as faculty, staff, alumni and students participated as members in a [Vision Network](#) that hosted [four work sessions](#) between February and April 2019. In these work sessions, the LCCC president and other institutional leaders presented an in-depth overview of emerging trends in higher education, economy, technology and the community and provided opportunities for direct feedback through interactive, small and large group exercises and graphic recording. Graphic recording served as a [visual map](#) of each session and allowed the group's collective work to be better understood and shared with others. Following each session, participants had access to an online repository of all session information and handouts.

PHASE THREE (April 2019): Adopting the Vision

In early April, the Vision Network affirmed the culmination of its work on the strategic plan at its final session. Through this work, the Vision Network revised the layout of LCCC's strategic plan from strategic priorities to areas of focus. The Vision Network deemed the institution should impact individuals, families, economy and community through five Areas of Focus: Student Focus; Success Focus; Future Focus; Work Focus; and Community Focus. The Vision Network also modified the institution's mission statement to coalesce with the new areas of focus. Through its affirmation, the Vision Network helped discover the common, [shared vision of Lorain County](#) while helping to identify how its community college can best help achieve that vision for a brighter and more vibrant future for our community.

Network participants have committed to their call-to-action to achieve these ambitions and were invited to join the [District Board of Trustees \(DBT\) for their adoption](#) at their April 18, 2019 meeting.

PHASE FOUR (April 2019-Ongoing): Sharing and Acting on the Vision

After adoption by the DBT, [LCCC committed to sharing](#) the institution's strategic plan, mission, vision and values back into the communities it serves, externally and internally. This includes working back with the aforementioned leadership groups and communicating widely to the community through news releases ([Morning Journal and Chronical Telegram](#)). The Vision Network will continue to convene at regular intervals in order to consider necessary refinements based on our

rapidly changing environment.

The mission, values and vision have historically been on an eight-year cycle. However, in recognition of the rate at which change is occurring, that window is condensing and becoming a continuous engagement process. The previous vision ([Vision 2020](#)) was adopted only [four years prior](#) to the current vision. Moving forward, ongoing engagement of the Vision Network will ensure that LCCC is addressing the real-time community needs.

1.A.2

LCCC's academic program offerings and support services are specific to the College's student body and align with LCCC's mission with a focus on quality, student success, innovation, the local economy and needs of the community.

Academic Program Offerings. The College's open access and community-focused mission directs the development of academic programs that meet regional employer demand and provide access to meaningful-wage jobs. As a part of the regional ecosystem, LCCC recognizes its role as a talent pipeline. Academic programs are developed and evaluated in part on [labor market outlook](#) and new programs must demonstrate [regional market demand](#).

Enrollment Profile. Close [ongoing monitoring](#) and [sharing](#) of Lorain County census data, high school enrollments and internal enrollment information facilitates a deep understanding of who is being served currently, where the needs are, and how the student body has and is changing. Enrollment Planning Council, Equity for Students team, and the College Credit Plus Committee frequently review the data to inform recommendations and facilitate action. Each year, Institutional Research, Planning and Engagement produces a set of reports for the purpose of understanding demographic shifts, such as Equity Progress Update and [High School Dual Enrollment Dashboard](#).

The [demographics of the student body are slightly more diverse](#) than the community we serve. LCCC understands that as an open access institution with strong community connections, providing access to students with diverse backgrounds and a variety of lived experiences is important. The 2019 new student cohort was comprised of 9.1% black or African American students, 13.6% Hispanic or Latinx students, and 66.9% white students. Similarly, Lorain County's proportions are 7.8%, 9.5%, and 78.9%, respectively (American Community Survey). Through the monitoring of census data and state sources, LCCC understands that high school graduating classes are shrinking and will continue to do so through 2030. Vision 2025 Focus area: Student Focused ensures the intentional recruitment at the high schools and of the non-traditional adult population aligned with the mission.

Student Support Services. Through focus groups, surveys and data, LCCC understands the needs of its students. The student voice has been intentionally collected to inform student service improvements, co-curricular programming and non-academic supports. In response to student feedback, the College opened the [Advocacy and Resource Center \(ARC\)](#) in August 2019, built upon the long-established work of Women's Link, supporting students in need of financial resources, community resources, and mental health counseling. The ARC, [serving over 400 individuals in the fall semester](#), is highly visible on the first floor of the Bass Library and has expanded services to meet student needs. Services include a food pantry ([Commodore Cupboard](#)), financial counseling, computer rental, mental health and addiction counseling, and other services. Additionally, between June 2019 and April 2020, the Commodore Cupboard provided 119,380 food items to 13,423 individuals.

Academic curricular and co-curricular redesign strategies are informed through assessment of student outcomes and experiences to create greater student success. A redesign of SDEV 101 (the College's introductory course) is underway, recognizing and addressing the different needs of non-traditional adult students (**See 3.D.2 and 3.D.3**). This curricular change was prompted by feedback received from adult students in the [CAEL 360 survey](#) administered Spring 2019.

1.A.3

As referenced in Criterion **5.C.1**, LCCC is guided holistically by its Strategic Plan, Vision 2025, and serves to set the direction of current and future planning and is designed to align resources with institutional priorities.

The budget planning process engages the accounting department, in consultation with the president and vice presidents, to establish budget guidelines early in the calendar year. These guidelines are posted online for all budget administrators to access. The president and vice presidents review all departmental budget requests. Once departmental budgets are developed, a preliminary budget is established and shared with all budget directors for final review and approval. The [Joint Salary and Benefits Committee \(JSBC\)](#), comprised of faculty and staff, engages in a consensus building approach that utilizes a mutual gains philosophy to guide budget recommendations involving compensation. The Committee's charter is to make recommendations related to the college's salary and benefits program (which comprises at least 77% of the total budget). The JSBC process, which was established three decades ago, provides transparent budget data and embraces a collaboration model. Faculty and staff who serve on this committee are elected by their respective constituents through Faculty Senate and Staff Council. JSBC convenes on a regular schedule throughout the year to build consensus on recommendations ranging from salary infusions to health care benefits. The final recommendations are provided to the president with the goal of approval by the District Board of Trustees.

The College has instituted two unique budget planning processes within the last few years. The "CFO Series" ([Certified Financial Overview](#)) involves a set of educational engagement sessions each year for all College employees where participants are provided with a financial overview of primary sources of revenue and major categories of spending. This aids in strategizing new efficiencies, cost cutting measures and methods for revenue enhancement. The "CSI Series" ([Cost Savings Ideas](#)) is a bottom-up approach to spending reduction and revenue enhancements. The program is implemented via formal engagement efforts as well as informal functions within departments and committees. Employees actively engage in brainstorming new strategies that produce cost savings, greater efficiencies and improved services. A version of this program was implemented as part of the internal strategic planning process to engage employees in enhancing College operations to fulfill the strategic plan.

LCCC's demonstrated savings and efforts are reported to the State through the [Affordability and Efficiency Report](#) (**See 5.A.2**). [Examples of savings initiatives linked to the mission](#) include the reduction of student costs associated with textbooks (average reduction 11% - pp. 9-11) and leveraging partnerships to address regional workforce needs (p. 7).

*** The text below has been merged from Core Component 1.B ***

1.B.1

LCCC's mission statement centers firmly at the core of all that it does. To support broad knowledge and understanding, LCCC articulates its mission through digital and [printed materials](#) (distributed both on- and off-campus), website pages and the College Catalog. [Employee business cards](#) highlight the mission on the reverse side and [new employee onboarding](#) materials include the mission.

LCCC hosts public briefings with [external media](#) who provide coverage to the community. Provided in **1.A.1**, news articles from both the local news outlets, the Morning Journal and Chronical Telegram, covered the strategic plan at the time it was adopted and was one avenue to ensure widespread knowledge. [Marketing](#) and recruitment materials feature aspects of the mission in approachable ways. Additionally, the College leverages [social media](#) - Facebook, Twitter and Instagram - to highlight various parts of the mission. The [President's Blog](#) messages are received by external and internal audiences and the president's Twitter (4,301 followers) features aspects of the mission. Internally, our mission supports our culture of care with aspects featured at [Convocation](#) programs.

The online [College Catalog](#) is the public presentation of all requirements, student facing processes and policies, courses and academic programs.

1.B.2

LCCC's strategic plan is current (adopted Spring 2019) and the cadence of strategic planning has been reduced from eight years to four years with the addition of ongoing monitoring of the environment and engagement with the Vision Network (**See 1.A.1. for details**) to keep pace with environmental changes.

LCCC's [Vision 2025: 10,000 Degrees of Impact](#) calls out the commitment to individuals, industry and the community. Under this overall goal are five areas of focus that further breakout strategic priorities that support the institution's mission, vision and values. The [five areas of focus](#) help define a clear pathway for a holistic approach to fulfilling Vision 2025. The focus areas support the four pillars (education, economy, culture, community) of the institution and its mission and vision for a vibrant community.

Examples of the institution's work that demonstrate its commitment and emphasis on the various aspects of its mission include:

- [Instructional offerings and programs](#)
- Scholarship, research, application of research (**See 3.D.5**)
- Creative works (**See 3.B.5 and 3.D.4**)
- [Clinical services](#)
- [Public service](#)
- [Economic development](#)

1.B.3

As an open access institution, LCCC's serves the community. The current strategic plan, developed through a collaborative engagement process (**See 1.A.1**), ensured the voice of the community and campus shaped the strategic direction. LCCC [Vision 2025's goal of 10,000 Degrees of Impact](#) is committed to having [impacts](#) on individuals and families, and the community and economy. These impacts directly state the College's intentions as an open access institution of higher education in supporting the community it serves.

Recruitment and marketing materials reflect the diversity of the community. [Postcards](#), print and digital ads, and the quarterly [Opportunity magazine](#) features individuals from a variety of lived experiences and backgrounds.

Sources

- Academic Program Review Workbook
- Academic Program Review Workbook (page number 15)
- Addiction Counseling Occupation Overview 8.21.17
- Affordability and Efficiency Report
- ARC Brochure
- ARC Data
- Business Card
- CAEL Adult Learner 360 Executive Summary and Report
- CFO Series Presentation
- Changing Nature Lorain County 2019
- Commodore Cupboard Fact Sheet
- Convocation Presentation August 2019
- Cost Savings Ideas Session 1 Presentation
- Current Students Postcard Mailer
- District Board Minutes - Mission Vision Adoption 04.19
- EMSI Economic Impact Study Lorain Main Report
- Environmental Scan Presentation Summary
- Equity Progress Update 2019
- Equity Progress Update 2019 (page number 2)
- Evidence 1.A.1. Graphic Recording Vision 2025 (1)
- External Community Session list sample
- High School Dual Enrollment Dashboard 11.26.19
- Images of Vision Network 2019
- LCCC Current Student Summer Support Postcard
- LCCC Mission Vision and Values
- LCCC New Employee On-boarding Presentation October 2019
- Listening and Learning Community Schedule
- Listening and Learning Presentation
- Opportunity Magazine Issue 6 Elyria
- Presidents Blog Post Community College Month
- Press Release 3D Printing 3.30.2020
- Press Release LCCC donates PPE
- Procedure II-276 Joint Salary and Benefits Committee
- Samples of Social Media Posts
- Savings Initiatives Examples
- Shared Vision - Inventing Tomorrow Together
- Small Business Development Center Brochure and Web Page
- Strategic Plan 10K Degrees of Impact Brochure
- Strategic Plan News Articles
- Strategic Planning Timeline

- Vision 2020 Brochure
- Vision 2025
- Vision 2025 - Impact web excerpt
- Vision 2025 Five Areas of Focus webpage
- Vision Network PPT (Session 1-4)
- Visual Map of Our Brightest Future

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.D.1

LCCC fully understands its educational role as a comprehensive, open access community college and its responsibility to the public. The [organizational chart](#) further underscores the relationship between the college and community it serves.

As discussed in **1.A**, the mission of the College clearly articulates that understanding and is demonstrated through the strategic planning process. [LCCC's Value statement](#), refined through the most recent visioning process demonstrates that understanding and commitment: "We value our role as the community's college and the opportunity to build the community's trust in order to educate, adapt, lead and inspire. We value our role to create a better, more equitable future for our community." This value statement emphasizes a public commitment to equity and commitment to serving a diverse community (See **1.A.2**).

The College is governed by its District Board of Trustees (DBT), six of whom are appointed by the Lorain County Commissioners and three appointed by Ohio's Governor. The College operates under LCCC established [policies and procedures](#), regulations set forth by the Ohio Department of Higher Education (formerly Ohio Board of Regents) and the Higher Learning Commission. The DBT employs the [Carver Model of Trustee Development](#), which encourages a focus on the needs and aspirations of the community and stakeholders (See **2.B**). Following the adoption of the college's strategic plan, internal leadership structure is leveraged to organize actions and directions aligned with the college's mission, vision, values and commitment to quality.

LCCC performs periodic and formal needs assessments to ensure service delivery to external stakeholder groups is aligned with community needs including administering regular [Image Surveys](#) and conducting an in-depth analysis of [economic and social conditions in the county](#). In 2018, LCCC contracted with EMSI for an [Economic Impact Study](#) that provided insights on the College's impact on the local economy and its value to the community.

LCCC conducts a comprehensive visioning process outlined in **1.A.1** that includes development of a shared vision through internal and external engagement.

LCCC's unique beginning underscores its commitment to the public. It was through the

commitment by the public to invest via operating levies that the College was established and is maintained. Detailed financial information can be found in **5.C.4**. In April 2020, voters of Lorain County reaffirmed their support and the importance of LCCC by passing a renewal +0.5 addition general operating levy with 60% of the vote, the largest margin of support the college has received for a tax levy increase.

1.D.2

LCCC prioritizes its role as an educational institution grounded in its mission to serve the higher education needs of the local community and governed by policies and procedures that align strategic priorities and focus efforts towards the institution's mission, vision and values. Examples underscoring recognition of this responsibility include:

- The College is [governed by a nine-member](#), appointed District Board of Trustees who set, oversee and guide the institution. (See **2.A**)
- LCCC implements councils and committees to achieve organizational effectiveness. [Twenty-three standing institutional committees](#) and councils make up the internal operating and governing structure. The charge of one standing committee, the Institutional Planning Council (IPC), is to oversee the strategic plan, including its development and assessment to ensure College plans align with mission and vision.
- LCCC is a public community college and receives state share of instruction under a performance-based funding model. The college's [Fiscal Year 2019 budget audit](#) shows that the college dedicates 59.6% of the general operating funds to education responsibilities (this includes, instruction, academic support, student services and institutional support). The remaining balance is allocated 6.6% scholarships, 7% auxiliary enterprises, 7% operation and maintenance of plant, and 9.9% public service. In addition to state funds (31.8%), local property tax (23.1%), grants and contracts (21.7%), and tuition and fees (12.1%) serve as sources of revenue. Lorain County voters contribute to LCCC through tax levy support.
- The Lorain County Community College Foundation, a 501c3 non-profit organization, assembles resources to help LCCC achieve its highest priorities; among them student completion. To this end, it has worked to build and prudently maintain philanthropic support which now exceeds \$50M in net assets and is comprised of endowed and non-endowed funds. These funds provided approximately \$784,643 in scholarships and \$1,773,987 in programmatic funding to LCCC in fiscal year 2018-19 and is projected to provide approximately \$855,000 in scholarships and \$1.85 million in programmatic funding to LCCC in fiscal year 2019-20. (See **5.C.4**)

1.D.3

In recognition of its role as the community's college, LCCC works to collaborate with the community to understand and meet the evolving needs of the community as evidenced by:

- The institution engaged [external constituencies and communities](#) in the strategic planning process in both the environmental scan and the Vision Network (See **1.A.1**).
- LCCC maintains partnerships with local and regional businesses to support apprenticeship programs and provide students with paid, hands-on learning opportunities through Learn and

Earn programs like MEMS. Partnerships also include LCCC's involvement with collaborations for business solutions, talent pipeline development and economic growth. LCCC is a member of the [Lorain County Manufacturing Sector partnership](#), is heavily involved in the partnership, and serves as fiscal agent.

- As part of LCCC's Community Focus, LCCC partners with community organizations to address common community challenges and opportunities. LCCC leverages its relationships in the community to partner appropriately with organizations and entities that lead efforts to address common community areas of importance, such as transportation, digital connectivity, food insecurity, health and wellness and drug addiction prevention. Opening its expanded footprint in Fall 2019, the [ARC](#) brings many of these common needs under a single umbrella to centralize services to students in need. Within the ARC, LCCC partners with local organizations, such as [Second Harvest Food Bank](#), [Lorain County Public Health](#), and [Child Care Resource Center](#), to expand services and provide assistance to those in need. CARE collaborates with county alcohol and drug addiction service agencies to provide prevention programs and support services for the campus community.
- LCCC partners with The United Way of Greater Lorain County to offer ["United We Sweat" courses](#), a program to enhance health and wellness in our senior community and is a site for "Silver Sneakers."
- LCCC's [Center for LifeLong Learning \(CLL\)](#) and [College for Kids](#) programs provide learning opportunities for community members of all ages, from youth to seniors, on a non-credit basis. CLL expands upon these partnerships to offer non-credit programming for seniors and retirees over 50 to attend classes with peers and expand learning opportunities for older adults in the community.
- See **3.D.4** and **3.E.2** for [additional community service programming](#) which engages external stakeholders.

Sources

- Lorain County Manufacturing Sector Partnership
- ARC Brochure
- Carver Model of Governance
- Center for LifeLong Learning Data
- Changing Nature Lorain County 2019
- Childcare Resource Center
- College for Kids Event Schedule Fall 2019
- EMSI Economic Impact Study Lorain Main Report
- Image Assessment 11.18
- LCCC Audited Financial Report FY 2019
- LCCC Community Resource Examples
- LCCC Foundation Mission Vision Role
- LCCC Organizational Chart Apr 2020
- Listening and Learning Community Schedule
- Lorain County Public Health
- Policies Related to District Board of Trustees

- Policy and Procedure II-205 Committees and Campus Involvement in Decision Making-
Classification of Committees
- Policy II-206 Institutional Standing Committees
- Second Harvest Food Bank
- United We Sweat Course Offerings
- Vision 2025
- Vision 2025 (page number 4)

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

LCCC embraces a culture that welcomes, values and appreciates diversity, equity and inclusion. Highlighted in our values is the understanding of a community college's role to contribute positively to the development of equitable communities, "...We value our role to create a better more equitable future for our community." LCCC supports student understanding of a multicultural society and understands its own role in a multicultural society through student learning outcomes, global and international course content (See 3.B.4), student scholarships, international student programs through the office of [International Initiatives and Student Services](#), institutional equity work, and its strategic community partnerships. As mentioned in 1.A.2, LCCC monitors a number of data sources to understand the changing demographics and ensure that the student body reflects the county or that diverse populations are overrepresented aligning with its open access mission.

Internally, LCCC has a commitment to equitable student experiences and outcomes through the Equity for Students Statement (ESS) and the [Equity for Students Team \(EST\)](#) (See 3.B.4). The ESS was developed by the EST and vetted through Student Completion Council, Faculty Senate, Staff Council and Operations Council. Drafting the statement included a diverse set of voices from across campus including students, faculty, staff and administrators resulting in an inclusive guiding equity statement that provides a public commitment to equity and an internal working framework.

LCCC Student Equity Statement:

Lorain County Community College is committed to equity, the idea that students from marginalized and underrepresented populations have access to resources that empower student success and close completion achievement gaps. Equity is based upon the principle of fairness and is distinct from equality. While equality involves treating everyone the same way, equity provides each individual or group what they need to have an equal opportunity to succeed. A commitment to equity also includes identifying and removing structural barriers faced by underserved students. As a campus community, we will adopt practices that promote equity, grow the culture of inclusion, demand social justice and use that power to ensure success for all students.

The EST was developed to ensure the work to address barriers to student success: maintained momentum, permeated the institution, and was given dedicated time and resources. This team,

through subcommittees, develops [professional development opportunities](#), student voice opportunities and maintains the webpage. LCCC embraces social justice as the foundation where all students are welcomed, encouraged and supported. LCCC expanded gender neutral facilities to five campus buildings. [Safe Zone training](#) (ally for LGBTQ+) is routinely offered to the campus community.

LCCC offers its [Diversity Incentive Award](#) to area high school graduates to ensure all races and ethnicities have the opportunity to thrive at the institution. As part of the award, students are connected to the [Mentoring Vibrant People of Color \(MVP\)](#) program (**See 3.B.4. for details**).

Through a partnership with UnidosUS, LCCC now has [Avanzando Through College](#), a Latino community building and college completion program, supporting first and second year and first-generation Latino college students. LCCC is the first community college to offer the program for credit. Established in 2015, the goal of the Avanzando. Through College program is to equip students with the skills, information and support systems needed to identify student services, improve academic performance, graduate and transfer to a four-year college, if applicable. The Avanzando model is rooted in an asset-based perspective that acknowledges, celebrates and enhances the experiences, talents, language, cultural traditions and fields of knowledge Latino students bring with them. Currently 33 students (original goal was 30) are participating in the program. LCCC is looking to expand the model and develop a parallel program for African American/black students.

The College strives for authentic, mutually supportive relationships with nonprofit, social services and advocacy groups as well as the faith community across the county. Leaders from these organizations participate in LCCC's strategic planning process and open their meetings to the College for ongoing conversations and partnership opportunities. LCCC's president serves on the El Centro Board of Directors, and the director of School and Community Partnerships serves on the board of the Urban League, creating communication and collaboration links between organizations. The trust developed from [long-standing relationships and partnerships](#) has created a culturally diverse student body and a campus where individuals feel like they belong and differences are respected, acknowledged, and celebrated.

In February 2020, LCCC and the Ministerial Alliance launched its [Prayer Breakfast](#). Faith leaders from every community and every faith were invited to come together to learn from and share with each other. LCCC's School and Community Partnership team serves as the convener and host site for this group. Topics of focus come from participant input concentrating on serving our community. A newsletter and video conference venue was created when COVID-19 prevented the group from meeting in person.

LCCC hosts a plethora of multicultural activities. The Office of Student Life offers many diverse clubs and events for engagement on campus (**See 1.C.2**).

For the community, the Stocker Arts Center (**See 1.D.3**) brings a vast array of nationally and internationally renowned multicultural events that appeal to the diverse households of our community including outreach to K-12 schools. The Center hosts student art exhibitions and opportunities for involvement in music and theater productions through the [day matinee series](#).

1.C.2

LCCC's culture of care, reflected through its strategic plan, is continually emphasized to the campus community through convenings and professional development, including convocations, staff updates, and faculty forums, among others. Continuing to assess and address barriers to student success by

reducing and closing achievement gaps is central to the work of faculty, staff and administrators.

- Convocation features guest speaker presentations, dialogue and break-out sessions on equity and meeting students where they are. As a recent example, [Convocation Fall 2019](#) brought in national expert [Donna Beegle, Ph.D.](#) to share her first-hand experience with poverty and the barriers to breaking the cycle (**See 3.B.4. for expanded details**).
- Many other trainings, events and sessions are held throughout each academic year providing the campus community with a variety of opportunities to expand their professional development and knowledge on diversity-related topics. Find a listing of these activities in **3.B.4.**
- As mentioned in **1.C.1**, LCCC's ARC supports students' needs outside of the classroom providing access to many services and supports.
- LCCC's [Equity Progress Update](#) illuminated the need for culturally responsive advising and career services. When disaggregating program/major data, many programs had disproportionate numbers of students declaring specific majors.
- The Office of Student Life, with input from the [Student Senate](#), develops an [annual calendar of events](#) for students that promote diversity and civic engagement, as well as bring attention to social issues. Examples of these types of events include: Black History month celebration, Human Trafficking event, MLK Jr. Day celebration and Battle of the Bands civic engagement event.
- LCCC recognized the unique challenges that adult non-traditional students and parenting students face. To support these students, childcare is available on campus in the Children's Learning Center (**See 1.D.3**). Additionally, the SDEV 101 course and the online orientation are being redesigned to better serve adult students. This new design will be more accessible and include content that incorporates findings from the CAEL 360 survey of adult learners (**See 3.B.4**).
- The Veterans and Military Service Members Center serves veterans, active duty personnel, reservists, National Guard and family members by acting as a liaison with the Veterans Administration to certify enrollment for students using military benefits, and connecting students to the resources needed to remove barriers to academic, career and life goals (**See 3.D.1**).

Sources

- ARC Brochure
- Avanzando Through College
- Community Organizations Examples - El Centro Urban League and Farm Bureau
- Convocation Presentation August 2019
- Convocation Program 2019
- Equity and Inclusion Sessions AY 19-20
- Equity for Students Team Charge.pdf
- Equity Progress Update 2019
- International Initiatives Office Web Pages

- Mentoring Vibrant People of Color
- Prayer Breakfast May 2020 Presentation
- Procedure V-310 Student Senate
- Safe Zone Presentation
- Scholarship Award Brochure
- Stocker Arts Center
- Student Equity Web Page
- Student Equity Web Page - LCCC Equity Statement - First Paragraph
- Student Life Annual Events and Training Calendar 2017-18 - 2019-20

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Criterion 1 Summary: The LCCC mission is clearly articulated publicly on the website, and in recruitment and informational materials. The mission guides the operations as affirmed by the District Board of Trustees and reflected in the Vision 2025 strategic plan, developed through a widespread community engagement process. A focus on equity in education demonstrates that the institution fulfills its mission and relationship to a diverse society. Academic and support services align with the diverse needs of students from within the community that LCCC serves. Academic program offerings, student support services, and enrollment profile are informed by the mission and strategic plan, and through the input of diverse internal and external stakeholders. LCCC's planning and budgeting priorities align with the mission and strategic plan in a process that engages employees through operational committees and financial communication sessions. The College provides open access to education within the county, is a leader in equity and student success, serves as key community resource, and engages a wide range of stakeholders in its operations, to live its mission and demonstrate its commitment to the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

LCCC has robust policies, procedures and processes to support institutional integrity and fair and ethical behavior on the part of its governing board, administration, faculty and staff. LCCC's value statement states that "We value our role as the community's college and the opportunity to build the community's trust in order to educate, adapt, lead and inspire. We value our role to create a better, more equitable future for our community."

The Ohio Department of Higher Education (ODHE), a Cabinet-level agency for the Governor of the State of Ohio that oversees higher education for the state, and LCCC's governing board, the District Board of Trustees (DBT), follows state authorized laws and regulations. The DBT is the owner's representative for the College District of Lorain County. [Specific responsibilities of the board](#) include:

- Establish bylaws and board policies, rules and regulations for control and government of the Lorain County Community College District.
- Incurring debts, liabilities and obligations to exercise taxation and assessment, to issue bonds. and to do all acts necessary and proper for carrying out the purposes for which the district was created
- Select and appoint the president of LCCC.
- Review/ratify appointments and dismissal of personnel and related personnel policies.
- Review/ratify financial matters, including the annual budget and capital expenditures relative to facilities and repairs.
- Ratify/review curriculum changes.

The DBT has established a set of policies and procedures that are available on the [LCCC website](#). The DBT meets at least five times per year for regular [business meetings](#).

Each employee of the College is a public employee of the State of Ohio and is thereby governed by [Ohio's Ethic Law](#), enforced by the Ohio Ethics Commission. Ohio's Ethic Law requires financial disclosure to defend against conflicts of interest; orders legal restrictions on immoral conduct that have unlawful sanctions; and creates equal review of ethics issues by the Ohio Ethics Commission.

All new employees are required to sign off that they have read and understand [LCCC's Ethics Statement](#).

The operating budgets for the general fund and auxiliary fund, as well as capital expenditures related to its plant funds, are reviewed annually by the DBT. During the annual budgetary presentation, the DBT reviews the College's annual and long-range plans and forecasts to determine if the College should increase student fees in compliance with state law requirements. The DBT may, if appropriate, modify the budgets during the year to reflect revised expenditure or revenue projections for that fiscal year based on the recommendation of the president and treasurer.

The treasurer presents a [financial report](#) and narrative explanation for every DBT business meeting, which includes a budget and actual year-to-date comparative statement of the College's general operating fund revenues and expenditures (**See 5.A**). The report includes statements regarding investments held and outstanding debt obligations. If necessary, a re-appropriation resolution is presented if revenues or expenditures vary significantly from the previous budget presented. Financial statements are audited annually and presented during regular board meetings.

The institution itself maintains integrity, fairness and openness by adhering to policies on a number of matters.

LCCC's [Purchasing Policy](#) establishes the rules governing purchase and acquisition of materials, supplies, contract services, equipment, repairs to facilities, construction, works of improvement, library books and periodicals, and goods for resale.

LCCC's [Investment Policy](#) governs the stewardship practices for all College funds. The over-arching aim of the Investment Policy is to provide a high investment return while maximizing the security, safety, and liquidity of funds (in priority order).

LCCC's [Faculty Reference Guide](#) and [Staff Handbook](#) include information on policy, governance and procedure, and are posted online making this information readily available to all LCCC constituencies. Links to board policies are included, covering such topics as leave, professional development, salary increases, faculty workload, annual evaluations, promotion and tenure, code of conduct, faculty compensation from grants and contracts, and conflicts of interest. (**See 3.C**)

LCCC's [Affirmative Action policy](#) governs the hiring process, recruitment, promotion, scheduling, and compensation, and ensures equal access in these matters.

Hiring qualifications for all College personnel are conspicuously posted in job advertisements.

Screening committee members are identified and approved by the appropriate vice president and, where applicable, the president. Screening committee members are oriented to the [search and interview processes](#) during a face-to-face consultation with Human Resources, with relevant documentation posted to a SharePoint site for easy retrieval.

LCCC is committed to a consistent effort in maintaining an environment free of sexual misconduct and sex discrimination based on gender, gender identity, or sexual orientation. Ongoing training for integrity issues and ethical behavior resulted in the creation of a required sexual misconduct training course for all employees and an attestation form to acknowledge having read and agreeing to abide by the [sexual misconduct policy](#).

Additional training opportunities include legal counsel ethics training for the Administrative

Leadership Team and DBT, and Campus Security safety workshops and rapid dismissal evacuation drills. Most recently, LCCC implemented [LinkedIn Learning](#) to allow all employees to engage in professional development anytime, anywhere.

Employee handbooks were recently updated to reflect the College's reaffirmed mission and new vision as well as other related matters. [Student athlete handbooks](#) were updated this year to include elements of our sexual misconduct policy and the resources available on campus. [Grievance policies](#) for faculty, staff, and students are delineated in their respective handbooks as well as online. Faculty, staff, and students can also [report any incidents](#) (including whistle-blower reports) anonymously through the online [Incident Reporting Form](#).

Institutional policies governing Title IX and [anti-discrimination](#) were updated in 2018 and 2019, respectively, and LCCC is currently [updating the Title IX policy](#) to align with the May 2020 regulations released by the US Department of Education that require compliance by August 2020. Policies regarding [FERPA](#), [nepotism](#), and [intellectual property](#) exist and provide appropriate safeguards.

LCCC ensures the integrity of its academic programs through its three-year program review cycle as described in the [Academic Program Review Manual](#) and policy and procedure regarding [Program Evaluation](#), which have been updated and are under review by the faculty senate (**See 4.A.1**). The process ensures that programs are meeting the labor market needs of the community, providing the knowledge and skills necessary for students to succeed in their careers or transfer programs, and supported with sufficient resources.

LCCC's commitment to ethical conduct is expressed in [Code of Professional Ethics for Faculty](#), which emphasizes "the special responsibilities placed upon" faculty as they "encourage the free pursuit of learning in their students" and exhibit "the best scholarly and ethical standards of their discipline." This policy is included in the Faculty Reference Guide, which is annually updated and provided to each faculty member. In addition, the [LCCC Honor Code](#), embedded within the LCCC's Code of Conduct, calls upon students, faculty, and staff to "uphold the highest standards of professional and academic ethics."

LCCC establishes clear expectations for faculty duties and responsibilities in the [faculty job description](#), and the level of academic service and education credentials necessary for [promotion and tenure](#). When reviewing a faculty member's application for promotion, the [Board of Review](#) utilizes a common [assessment rubric](#) to ensure faculty meet the levels of excellence necessary for promotion to the ranks of associate professor and professor.

The policy and procedure guiding the annual [faculty evaluation process](#) ensures that faculty are fulfilling the expectations outlined in the faculty job description. The evaluations incorporate evaluative feedback by their division dean, students, and peers.

Ethical research practices are established in the policy and procedure guiding the work of the [Institutional Review Board](#) and also in LCCC's commitment to [copyright compliance](#), which promotes a spirit of "academic freedom and the sharing of scholarly information in an ethical manner." This is aligned with the policy regarding [academic misconduct](#) and plagiarism outlined in the Code of Conduct.

LCCC provides clear descriptions of the requirements for [admissions](#), [tuition and fees](#), and other policies explaining student rights and responsibilities in the college's website and its catalog, which is

easily accessible to all students through the college website.

Sources

- Academic Program Review Manual
- Board of Review Candidate Evaluation Rubric
- Code of Professional Ethics for Faculty Policy
- District Board of Trustees Policy I-115 and Meeting Notices Web Page
- Employee Handbook Professional Technical and Support Staff
- Faculty Job Description
- Faculty Reference Guide 2019-2020
- Faculty Staff and Student Grievance Policies and Procedures
- Incident Reporting Form
- LCCC Anti-discrimination Statement and Policy II-305 Affirmative Action
- LCCC Catalog - Enrollment
- LCCC Catalog - FERPA Policy
- LCCC Ethics Statement
- LCCC Honor Code in Policy II-412 Code of Conduct
- LCCC Mens basketball Handhook 2019-20
- Linkedin Learning
- Ohio Ethic Law
- Policies Webpage
- Policy and Procedure II-400 Copyright Compliance
- Policy and Procedure II-460 Institutional Review Board
- Policy and Procedure III-330 Initial Placement in Rank Tenure and Promotion
- Policy and Procedure III-630 Evaluation of Faculty
- Policy and Procedure IV-125 Program Evaluation and Proposed Changes by SLAC
- Policy I-110 Duties of the District Board of Trustees
- Policy II-305 Affirmative Action
- Policy II-320 Sexual Misconduct Policy
- Policy II-412 Code of Conduct - Academic Misconduct
- Policy II-412 Code of Conduct - Academic Misconduct (page number 4)
- Policy II-515 Intellectual Property Policy
- Policy III-215 Nepotism
- Policy VI-105 Purchasing
- Policy VI-175 Investment Policy
- Procedure II-412 Code of Conduct
- Procedure III-640 Board of Review
- Screening Committee General Charge
- Title IX Task Force Appointment Letter
- Treasurer Report 11.19
- Tuition and Costs Web Page

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

LCCC's website (www.lorainccc.edu) serves as the primary vehicle for presenting the institution to students and the public. Four out of seven top level navigation tabs are dedicated to providing transparent information to students based on students' needs and interests. These include: Getting Started, Academics, Student Resources, and Campus Life. Business Services, Community, and About the Institution round out the top-level navigation options for visitors. The site also features a search function from the main page, along with A-Z Index.

Key elements fully accessible from the website include:

- [College Catalog](#). The official College Catalog, approved by the District Board of Trustees (DBT), is fully accessible from the website in a searchable format and can also be downloaded as a pdf.
- [Academic Programs](#) offered by LCCC aligned by career pathway are clearly presented to students with stackable options from certificates to bachelor's and master's degree programs offered through the College's University Partnership. Program information, including entry requirements, is presented alongside job market data regarding salaries and job openings.
- [Course schedule](#) for up to three semesters is presented in an open, searchable format without requiring log-in access.
- [Tuition and Fees](#) and total cost of attendance is presented within Student Services features and links to options for students to pay for college, such as scholarships and grants. A net price calculator feature is included.
- [Faculty, Staff, Administration Roster](#) accessible directly from the main page of the website includes a search function by name or division along with phone and email for full-time faculty and staff.
- [Accreditation and Memberships](#) are easily accessible from the About navigation tab. In addition, the college participates in the Voluntary Framework of Accountability, also disclosed here.
- [Newsroom](#) maintains information on latest news and information regarding the campus, including press releases and other modes of media.
- Governance structure is clearly communicated with pages dedicated to the [District Board of Trustees](#), [president](#) and [senior administration](#) of the institution, including contact information.

Additional methods utilized to clearly and swiftly communicate with students and the public include the use of social media ([Facebook](#), [Instagram](#) and [Twitter](#)) as well as using communication tools built

within Canvas, the college's student Learning Management System and the [LCCC Safety app – Rave Mobility System](#), for important alerts.

*** The text below has been merged from Core Component 3.E ***

3.E.1

A number of co-curricular programs consistent with the College's mission documents make significant contributions to the LCCC educational experience.

The Office of Student Life (OSL) serves all LCCC students by providing a variety of [programs and activities](#) to enhance their college experience. Student Life provides leadership training and opportunities through services and diverse programming, along with diversity training and volunteer opportunities that allow students to pursue their goals and fulfill their personal, social, and intellectual growth and development.

Student Life offers students opportunities to participate in a variety of student clubs and organizations, student government, program activities board or serve on various college committees. Programs are coordinated with various campus divisions to supplement the student's academic experiences.

LCCC Student Life is committed to:

- Providing a positive environment where individuals can share common goals, ideas, principles and values.
- Fostering a sense of community at LCCC.
- Creating an understanding and appreciation of the college community.
- Helping students to develop social skills by providing leaders opportunities and creative learning experiences.
- Promoting community interaction and lifelong service.

Student Life works with and supports the Student Senate. The Senate, comprised of seven elected/appointed students from the student body, works on program/activity planning and serves as the voice for both LCCC and UP students.

LCCC offers an array of [student clubs and organizations](#), which encourage students to get involved, make new friends, and establish an identity with LCCC. This is particularly important given that all students commute to the College. Clubs range from diversity focused, to academic-related, to special interest. These clubs and organizations augment the students' academic pursuits, providing a rich environment for students to grow as individuals.

LCCC varsity and club sports provide diverse recreational and competitive sports opportunities for students. LCCC offers [varsity athletics](#) programs in women's volleyball, basketball, and softball, and [men's basketball](#), and baseball, and men's and women's cross-country. The varsity athletics program abides by the rules and regulations adopted by the National Junior College Athletic Association and the Ohio Community College Athletic Conference. Additionally, LCCC offers [club sports](#) in co-ed tennis, men's soccer, and women's soccer. These clubs compete with other university-sponsored sports teams. **4.B.4** details academic supports available to and required of varsity athletes.

Robust and relevant co-curricular activities can build social and leadership skills, build character,

and promote teamwork. The experiences listed above provide opportunities for growth and social awareness, which the classroom experience alone could not provide, and are highly valued at LCCC.

3.E.2

LCCC's mission statement highlights student success through quality education, economic growth through innovation, and thriving communities with rich cultural experiences. The mission is supported through numerous programs and activities at LCCC, including student organizations and alumni outreach initiatives, services to students and the community, workforce development and innovations, and cultural events.

3.B.5 details numerous educational experiences for students to engage in service learning, institutional enterprises, and innovative research, **3.E.1** details co-curricular activities available to augment students' educational experiences, and **3.B.4** highlights LCCC's programming around equity, diversity, and international study. In addition, LCCC provides numerous educational, civic, and cultural activities for the community, local businesses, and entrepreneurs.

[Spitzer Conference Center](#) provides conference rental space and catering services at a discounted rate to many entities throughout Lorain County. During AY 18-19, Spitzer hosted nearly 6,000 events serving over 200,000 individuals. Spitzer also hosts a number of [community events](#) annually ranging from the summer weekly Farmer's Market, where local farmers sell locally produced goods to the community, to a Bridal Show, to Brunch with Santa. [Stocker Performing Arts Center](#), which includes the [Beth K. Stocker Art Gallery](#), is also available for rentals and provides fine arts performances from a variety of genres, most of which are open to the community. Stocker held 327 events, with nearly 53,000 attendees in 2019.

Innovative workforce programs enhance lifelong learning and economic development. [The Desich Center](#) is home to several of LCCC's economic development initiatives including the [Lorain County Small Business Development Center](#) (operated by LCCC), [GLIDE](#) (LCCC's technology incubator), the Innovation Fund, and the [Desich Sales Institute](#), where 50 individuals completed the [program](#) in 2019. Other examples include the [Unity Lab](#), an institutional enterprise where LCCC students provide graphic design assistance to local businesses and [NeoLaunchNet](#), which offers guidance, mentoring, coaching and access to local resources to individuals so they can gain experience in entrepreneurship.

LCCC builds relationships with [K-12 education partners](#) and community-based organizations, including non-profits, faith-based partners, and grassroots organizations, to take educational programs and services to the community. Programs include hosting K-12 teacher professional development, GED program options, programs for veterans and faith-based communities and more. LCCC worked closely with El Centro of Lorain to create [Bienvenidos Lorain County - Welcome to Lorain County](#), to support individuals migrating from Puerto Rico to Lorain County after Hurricane Maria.

The [Center for LifeLong Learning](#) provides programming specifically for individuals at least aged 50 and/or retired. Topics include computer use, estate planning, and creative writing, to name a few. The Center also organizes field trips in and out of state. [College for Kids and Youth](#), offers year-round programming that gives students the opportunity to learn new skills and explore their interests in an exciting, hands-on environment.

These programs and the supporting data demonstrate LCCC's success in accomplishing the claims

made in its mission statement regarding the students' educational experience and its commitment to the community.

Sources

- 2019-20 Mens Basketball Schedule
- Beth K. Stocker Art Gallery Web Page
- Bienvenidos Lorain County - Welcome to Lorain County - Newcomer Guide
- Center for LifeLong Learning Data
- Club Sports and Recreational Intermural Activities 2018-2020
- College for Kids Event Schedule Fall 2019
- Desich Sales Institute Brochure
- Desich Sales Institute Curriculum Guide
- Desich SMART Center Web Page
- District Board Web Page
- Employee Directory
- Glide and Innovation Fund Statistics
- K-12 Offering Resource Guide
- LCCC Accreditation and Memberships
- LCCC Instagram Summer Enrollment
- LCCC Newsroom Web Page
- LCCC on Facebook
- LCCC on Twitter
- LCCC Student Clubs and Organizations
- NEOLaunchNet Engagement Scorecard
- President Office Web Page
- Programs and Careers Web Page
- Rave Mobility System Web Page
- Senior Administration Web Page
- Small Business Development Center Brochure and Web Page
- Spitzer Conference Center Community Events Calendar
- Spitzer Conference Center Data
- Stocker Performing Arts Center Attendance Data AY 16-17 to AY 18-19
- Student Life Annual Events and Training Calendar 2017-18 - 2019-20
- Title IX Registration and Report 2019
- Tuition and Costs Web Page
- Unity Lab

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The LCCC governing board operates in accordance with the College's mission and priorities and works diligently to enhance the institution.

LCCC is governed by a nine-member [District Board of Trustees \(DBT\)](#). Six members are appointed by the Lorain County Board of Commissioners and three by the Governor, as established by Ohio Revised Code 3354. All are required to be residents of Lorain County, serve without compensation, are appointed to five-year terms and serve as the [community's representatives](#) thereby ensuring the needs and opportunities of those served by the College are met.

The DBT has adopted a policy form of governance and has established specific policies and procedures for the [duties, rules and regulations](#) of the board, as well as [meeting requirements](#). These policies are incorporated into the College's policies and procedures. DBT duties include, but are not limited to: incurring debts, liabilities, and obligations; exercising taxation and assessment; issuing bonds; and performing all acts necessary and proper for carrying out of the purposes for which the district was created and for executing the powers with which it is invested. These policies also prescribe the officer positions of the board, how officers and committees are appointed, and the respective duties of officers. In 2017, the DBT updated its policies and procedures to improve functionality of meetings and align with modern day meeting notification processes. In addition, the DBT created a [board self-evaluation](#) and conducted a [process to establish a set of core values](#) to guide trustees in their role as board members. The process resulted in a signed [District Board Values and Commitment document](#), which serves as a guidepost for board members for preferred behavior in fulfilling their duties.

In addition to fulfilling its fiduciary and governance responsibility, the DBT employs the Carver Model of Trustee Development, which encourages a focus on the needs and aspirations of the community and stakeholders. To ensure connection to the community, the DBT holds [community connections sessions](#) at least twice a year, one with the LCCC Foundation Board of Directors, a 55+

member board of community leaders charged with raising philanthropic resources to support the mission of the college, and with [another community organization](#) around a common need or opportunity facing the community. Additionally, the DBT regularly holds business meetings at various partner facilities around the community to facilitate greater community conversation and planning with stakeholders.

The DBT adopted updating LCCC's strategic vision as its key priority for 2018-2019 and kicked off the listening and learning process for Vision 2025 at its [September 27, 2018 board meeting](#), held at El Centro in Lorain, a partner serving the Latino community.

2.C.2

The DBT is deeply committed to a comprehensive community-based strategic planning process, involving both internal and external stakeholders, demonstrating their commitment to review and consider the interests of internal and external constituencies (See 1.A). In addition to the vast external engagement fostered by community connections sessions cited above, the board's meeting notifications and the way in which meetings are conducted provides opportunities for public input.

To ensure the voice of internal stakeholders, [Policy I-110](#) includes a standard agenda item for communications from the campus community. The board approved [Policy II-205](#), which requires the president to ensure employees have opportunities for involvement in the development of decisions directly affecting them, achieved in part through a fabric of standing committees as established by [Procedure II-206](#), forming a shared governance model. Changes to college policies or procedures are processed throughout the institution, via the appropriate committee, and ultimately received by [Operations Council \(OC\)](#). Any proposed change to college policy or procedure must be presented to the campus community for a two-week open comment period before returning to OC. Procedures may then be approved and enacted through consensus at OC, while changes to policy require DBT approval. LCCC's internal campus newsletter, [FYI](#), is used to inform the campus community of the proposed change and to solicit feedback. Trustees receive the FYI and other regular campus communications, like the student newspaper, [Collegian](#), which further informs their decision-making deliberations. In addition to its standard business meetings, the board conducts two [planning workshops](#) annually, which include multiple presentations from campus leaders involving plans that guide the direction of the institution.

2.C.3

All college policies and procedures are available on the college's website and board meetings are open to the public and subject to Ohio's Sunshine Laws. Trustees must complete annual requirements for [financial disclosure and ethics training](#) per [Policy I-110](#) and these documents are submitted to the Ohio Attorney General's Office. The DBT's Statement of Values and Commitments places priority on development. To that end, new trustees undergo a comprehensive onboarding process that includes access to historical meeting materials via the board's electronic meeting platform, *BoardEffect*, and an orientation process that includes a campus tour, briefing on college priorities and programs, and introduction to board relevant materials, such as financials and budgeting. Additionally, the board participates in professional development at national and state levels, with one trustee appointed each year to serve as liaison to the Ohio Association of Community Colleges.

2.C.4

Policy I-110 clearly states the DBT's responsibility is to select and appoint the president of Lorain County Community College and delegate "to the president authority to approve such operational procedures as are necessary for implementation of board policies, rules, and regulations and for the effective and efficient conduct of the College's business." Board meetings and minutes reflect how the board reviews and ratifies the president's recommendations related to the day-to-day operations of the institution. As mentioned above, a chief responsibility of the board is to select and appoint the president of the College. The DBT conducted a [comprehensive national search in 2015-2016](#) that led to the selection and appointment of Dr. Marcia J. Ballinger as the college's fifth president and first female president.

As detailed in 3.C.1, faculty are responsible for all aspects of teaching and delivering credit courses to which they are assigned, as well as for curriculum and program development. Once a program is developed, faculty obtain approval from [Curriculum Council \(CC\)](#), the College's recommending body to the provost. Once a program [goes through CC](#) and is approved by the provost, it goes to the [DBT for final approval](#).

Sources

- 2018 Ohio Financial Disclosure Filing
- Board Self-evaluation
- Collegian Web Page
- Community Connections Session PPT
- Curriculum Council Meeting Minutes - New Program Approval 1.18
- District Board Agenda and Signed Meeting Minutes - Adoption of Vision 2025 9.27.18
- District Board Core Values Process
- District Board Ethics Training 2019
- District Board of Trustees Meeting Minutes - Approving MEMS 6.17
- District Board of Trustees Policy I-115 and Meeting Notices Web Page
- District Board of Trustees Presidential Search
- District Board of Trustees Workshop and Special Meeting 12.19
- District Board Web Page
- FYI Policy Review Week of 9.17.18
- LCCC Board of Trustees Biographies
- LCCC District Board of Trustees Meetings Community Connections Schedule
- Operations Council Minutes 9.10.18
- Policy and Procedure I-105 Rules and Regulations of the Board of Trustees of Lorain County Community College
- Policy and Procedure II-205 Committees and Campus Involvement in Decision Making- Classification of Committees
- Policy I-110 Duties of the District Board of Trustees
- Procedure II-206 List of Institutional Standing Committees
- Procedure IV-105 College Curriculum Council
- Signed District Board Values and Commitment

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

LCCC has a series of policies and procedures in place that guarantee freedom of expression on campus and support the pursuit of truth in learning. LCCC's [policy on the public's use of outdoor areas](#), approved by the District Board of Trustees (DBT), is designed to foster "free speech, assembly and other expressive activities on College property by all persons, whether or not they are affiliated with the College." In addition, the recently updated policy on [academic freedom](#) addresses the areas of research, teaching, and civic engagement. In each area, the revision specifies the relevant freedoms and responsibilities and connects research to policies and procedures regarding LCCC's [Institutional Review Board \(IRB\)](#) (See 2.E.1) and intellectual property. Finally, the revision references the recent policy on [textbook adoptions](#), which places responsibility for proposing course textbooks upon faculty and states that they "make every effort to control costs." LCCC recognizes that with freedom in research and teaching comes great responsibility. High expectations for faculty professionalism are communicated in its policy regarding [professional ethics for faculty](#), which states that faculty, who are "engaged in a profession that depends upon freedom for its health and integrity, have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom."

Promoting free inquiry through teaching excellence is reflected in the goals of [Vision 2025](#), which include providing students the "capacities and skills necessary to thrive in a changing world." Effective teaching fosters "life-long learning, an entrepreneurial mindset, creativity, strong communication and problem solving abilities, social responsibility, application of digital and technology skills, and an ability to adapt and change." This view of teaching and learning is reflected in LCCC's approach to general education, which "fosters critical thinking, rigorous investigation and effective communication." LCCC's [general education requirements](#) and outcomes ensure that students graduate with the skills and knowledge required to be free, independent thinkers (See 3.B). The College recognizes that the constraints of poverty and historic patterns of social inequality can undermine the ability to exercise civil and political rights, such as the right to participate in public life and the freedom of expression. LCCC's approach to teaching is informed by [equity](#) and indicative of a caring campus culture, one that requires teachers to "meet students where they are and remove barriers while creating rich opportunities to help students reach their full potential." LCCC's [Equity for Students Team](#) (See 3.B.4) is focused on promoting [equity-minded practices](#) across campus and in the classroom. Campus policies and procedures provide both students and faculty with rights and processes that protect the principles of free expression and diversity of opinion.

Sources

- Code of Professional Ethics for Faculty Policy
- Equity and Inclusion Sessions AY 19-20

- Equity for Students Team Charge.pdf
- LCCC Catalog - General Education Outcomes
- Policy and Procedure II-460 Institutional Review Board
- Policy II-415 Policy on Academic Freedom
- Policy II-515 Intellectual Property Policy
- Policy IV-135 Textbook Adoption
- Policy VI-210 Public Use of College Outdoor Areas
- Student Equity Web Page
- Vision 2025

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

LCCC has established an [Institutional Review Board \(IRB\)](#) to protect the rights and safety of persons participating in research, while safeguarding the academic freedom of researchers. The IRB is registered with the federal Office of Human Research Protection (OHRP). The IRB oversees all research conducted with human participants by or through LCCC and ensures that human participants are treated with the utmost respect and fairness throughout the research process as stipulated by the Belmont Report. The IRB assists in the recruitment and ethical treatment of human participants, assures informed consent by the participants, ensures confidential data gathering, and fully considers the relationship of risks and benefits to participants. The IRB has the authority to approve, require modifications in, or disapprove all college research activities.

LCCC has several [student research groups](#) led by college faculty who ensure that students learn appropriate research techniques and scholarly practices in the areas of biology, chemistry, mathematics, and psychology. Since 2016, LCCC has hosted regional undergraduate research conferences in microbiology and psychology, and LCCC faculty have provided opportunities for students to present their research at national and regional conferences (See 3.B.5).

2.E.2

Criterion 3.D.5 details the LCCC Bass Library's instruction program for the effective use of research and information resources, which includes instruction on plagiarism and the ethical use of information. The Bass Library works with faculty to embed this instruction into their course curriculum. As described in 3.D.5., the Library offers two online mini-courses in library research and information, the [Library Research Toolkit](#) and the [Health Sciences Library Toolkit](#).

The Library also provides stand-alone [research guides](#) on the [Research Process](#), (See 3.D.5), and specifically on how to [Cite Sources & Avoid Plagiarism](#). The latter guide explains why citations are important; how to create citations; avoiding plagiarism, and where students can get help; and provides links to valuable resources on the topic. They also include links to the Library's [guides](#) to writing the APA, MLA, and Chicago Citation Styles. Finally, the Library offers instruction on copyright to students, faculty, and staff through its [Copyright at LCCC](#) research guide. Many these

resources reference the College's Code of Conduct, which defines plagiarism (**See 2.E.3**).

Ethical use of information resources is built into LCCC's college composition courses (ENGL 161 and 162) and is reflected in the course descriptions. ENGL 161, a required course for every LCCC degree, is described as "an introduction to fundamental college-level skills in academic reading and writing. Summary, analysis, synthesis, and research documentation are emphasized, along with critical thinking and collaborative learning." ENGL 162, introduces students to library research and provides additional instruction on appropriate integrating and citing of source materials into academic writing.

A [Writing Program Handbook](#) developed for use by all writing instructors contains sample syllabi, course descriptions, and student learning outcomes. The handbook includes information about library resources listed above. Both ENGL 161 and 162 assignment templates (pp. 21 and 27 in the Handbook) specify that all major essay assignments require work with primary or secondary sources, including appropriate summary, paraphrase, and quotation; careful analysis of source material; synthesis of perspectives from multiple sources; and original research.

LCCC's college composition standard textbook, [From Inquiry to Academic Writing](#), focuses on ethical use of information resources and is used by every instructor in the writing program. Chapters include "From Finding to Evaluating Sources," and "From Synthesis to Researched Argument."

2.E.3

LCCC's [Code of Conduct](#) provides clear expectations for academic honesty and integrity. The Honor Code embedded within asks all members of the campus community to "pledge to uphold the highest standards of professional and academic ethics." The Code of Conduct outlines various forms of academic misconduct, including both cheating and plagiarism. The penalties for academic misconduct can include a failing grade, "ejection from college property, suspension, expulsion, or dismissal so that collegiality, law and order can be maintained and the college may pursue its educational objectives and programs in an orderly manner." The process by which a complaint of academic misconduct is investigated, adjudicated, and appealed is outlined in LCCC's [Code of Conduct procedure](#).

Sources

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

LCCC acts with integrity; its conduct is ethical and responsible. Numerous policies, procedures and processes support fair and ethical behavior by the DBT, administration, faculty, staff and students. A commitment to equity and transparency in all operations is evident within policies that are available publicly, and through reporting to the community and the state. The LCCC website serves as the primary vehicle for presenting clearly and completely to students and the public its academic and support programs, requirements, faculty and staff, cost of attendance, board operations, and accreditation relationships. The DBT serves autonomously, follows established policies and procedures, communicates with the public and participates in regular board development sessions to ensure its decisions are in the best interest of the institution and to assure its integrity. Policies and procedures for students, faculty, and staff ensure the College's commitment to freedom of expression and the pursuit of truth in teaching and learning. The IRB and academic integrity policies call for responsible scholarship of discovery and application of knowledge by students, faculty, and staff.

The adherence to policies and procedures in all areas ensures equity and transparency of the institution's operations.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

Courses and programs are current and appropriate, aligning with statewide transfer requirements and third-party accreditation and/or standards, where applicable; input from external stakeholders and internal faculty committees ensure that programs require levels of performance by students appropriate to the degree or certificate awarded.

As stated in our mission, Lorain County Community College (LCCC) "Provides opportunities for individuals to succeed through quality education" and our vision includes "Creating a vibrant community for all where all students achieve academic and career success." LCCC's academic programs reflect our dual focus: liberal arts degrees (AA, AS) intended for transfer to four-year institutions and career and technical degrees (AAB, AAS) and certificates designed to develop employment skills. LCCC's Catalog details [191 degrees and certificates](#): 74 associate degrees (including an Associate of Individualized Studies (AIS) and an Associate of Technical Studies (ATS)), 47 one-year certificates, 51 short-term certificates, and 18 certificates of completion. As noted in the Catalog, LCCC also offers a bachelor of applied science (BAS). In 2018, LCCC was granted approval by HLC to become Ohio's first community college to deliver an applied bachelor of science degree and began delivery of the [BAS in microelectronic manufacturing \(MEMS\)](#) that fall. This innovative program provides a tremendous value for students and the region's workforce.

The number of courses and credits for Associate degrees, BAS, and certificate programs align with requirements set by state and third-party accreditors (where applicable). A standardized definition of a [credit hour](#) is applied across degree granting programs and aligns with ODHE guidelines.

The bachelor's degree is granted upon completion of a course of study normally requiring four academic years of college work. College work encompasses both upper- and lower-division institutional requirements. Associate of arts and associate of science degree programs are transfer

degrees designed for students who intend to continue their education after LCCC. The Ohio [Transfer Module \(OTM\)](#) is designed to guarantee transfer and application of credit at regionally accredited public institutions. Earning the OTM supports equity in the treatment of credit for transfer for native students and incoming transfer students. In recent years, the State of Ohio developed the [Ohio Guaranteed Pathways \(OGTPs\)](#), designed to provide a clearer path to degree completion for students pursuing associate degrees who plan to transfer to an Ohio public university to complete their bachelor's degree. The OGTPs also constitute an agreement between public community colleges and universities confirming that community college courses meet major preparation requirements and are counted and applied toward the bachelor's degree. All courses in these pathways go through the [Ohio Articulation and Transfer Policy](#) process to ensure preparation and rigor is similar across the state. Currently, LCCC offers [22 OGTPs](#) and continues to align its coursework to new ones as the state develops them. Additionally, AA and AS degrees can be tailored to apply toward a number of different majors at the bachelor's degree level at the LCCC University Partnership and other universities.

Applied associate degree programs allow students to earn a degree in a specific major. Typically, students who earn applied associate degrees plan to enter the workforce after earning their credential. In fact, the most recent [Graduate Tracking survey](#) shows that 78% of applied degree holders stated that their primary goal for attending LCCC was job-related. The AIS is a degree designed to provide viable options for non-traditional students. College credit is awarded for coursework completed at other post-secondary institutions or for other documentable learning experiences in educational enterprises judged at college level (See [4.A.3](#)). Certificates are awarded to students who complete an approved certificate program of not less than 30 college-level semester credit hours, with a 2.0 GPA or higher in all graded coursework.

Oversight of the curriculum is through Curriculum Council (CC), a faculty-led committee which recommends the approval of new and revised courses and curricula for review and approval by the provost/vice president for Academic Affairs and the University Partnership (provost) (See [4.A.4](#)). Other elements include [third party accreditation](#) standards that enhance and ensure high levels of student performance in areas like engineering technology and allied health programs. Many of LCCC's degrees and certificates prepare students for [industry certifications and licensures](#). Additional evidence that students' performance is appropriate to their degrees occurs both inside and apart from the program review process and includes [pass rates](#) on standardized tests (e.g., nursing); [success rates](#), including transfer; employer feedback; and high levels of [employment](#) following graduation. [4.A.1](#) and [4.A.6](#) detail the program review process and the measures that ensure programs and courses are current and [4.B](#) discusses LCCC's participation in the Assessment Academy and the work underway to strengthen these processes.

Finally, certain programs have specific [admission requirements](#); particularly in allied health. These requirements are listed in the catalog on a [program-by-program](#) basis.

3.A.2

[Course numbers](#) differentiate the College's courses and their required [levels of performance](#). In general, 100-level courses are introductory studies in general areas of knowledge or work in basic skills. 200-level courses include intensive studies in general areas of knowledge, basic studies in specialized fields of knowledge, or work in intermediate skills. Courses at the 300-level address advanced studies in general areas of knowledge, intensive studies in specialized fields of knowledge, or work in advanced skills. Finally, 400-level courses concern advanced studies principally for

students who are majors in the programs or departments. Levels 200 - 400 generally require previous studies in the areas or academic abilities normally acquired during several semesters of college work, respective of the courses. Additionally, university partners are key in the development of specific learning outcomes. The goal of establishing the most cost-effective pathway for students and partners often allows a 200-level course to count as a 300-level course if the learning outcomes, textbook, etc. are similar and deemed equivalent. The [LCCC-Cleveland State University \(CSU\) partner program in psychology](#) serves as an example. The [MEMS degree](#) provides an example of the differing outcomes between our BAS, AAS, and associated certificate(s).

All LCCC courses have their own student learning outcomes that are built at the course level to align with the [program level outcomes](#) (**4.B** details LCCC's mapping process). These outcomes are developed and [recorded](#) at the time a new course is introduced and updated, as needed. Each degree also has specific outcomes. LCCC is currently revising these outcomes, as necessary, and developing outcomes for all awards of less than two years as part of its Assessment Academy project (**See 4.B**). The Student Learning Assessment Council (SLAC) (**See 4.B**) provides the infrastructure and tools for divisions to assess student learning and CC (**See 4.A.4**) reviews student-learning goals for appropriateness, clarity, and usefulness on a regular basis.

The three-year Program Review cycle ensures that course and program learning outcomes are met (**See 4.A.1 and 4.A.6**). LCCC uses the General Education Assessment Record (GEAR) to document assessment and review of general education outcomes (**See 4.B**).

3.A.3

Multiple levels of oversight, coordination across modes of delivery within Canvas, standardized evaluation processes, and examination of metrics and data from different modalities ensure consistency across modes of delivery and across locations.

The provost and division deans oversee all academic programs and assessment within each division (Arts and Humanities, Science and Mathematics, Health and Wellness Sciences, Engineering Business Information Technology, and Social Sciences and Human Services). Deans are responsible for all instruction within their division regardless of the [location](#) or modality. In cases where an additional location offers a degree program, the program is overseen by an academic program coordinator, as with the occupational therapy assistant program at the EHOVE location.

All instructional processes at additional locations and through different modalities follow established College policies and procedures. This includes faculty credentials, curricular materials (program guides, course syllabi), CC processes, equipment/laboratory specifications, grading policies, assessment, processes for addressing student concerns, and graduation policies. Once faculty have been hired to teach at an additional location or in a different modality, the academic program coordinator and lead faculty from the Elyria campus review all course content with the new instructor. Additionally, ([per state requirement](#)), LCCC [observes](#) classes at high school locations; courses offered at high schools use Canvas, and LCCC provides [professional development](#) for all instructors who teach at the high school locations.

The following is evidence of how LCCC provides the [same instructional experiences](#) for all students at all additional locations and through different modalities:

- Instructors are [provided](#) course descriptions with student outcomes via the Course form in Course Leaf, course syllabi, and lecture materials utilized at the Elyria campus.

- All college instructors are provided access to the appropriate Reference Guide ([adjunct](#) or [full-time](#)), which provide information about college policies and procedures and campus resources and are accessible through the campus intranet.
- Learning opportunities outside of the classroom are replicated at additional locations. For example, at the Wellington Center, the Oberlin-Wellington K-12 Partnership provides bus transportation to students and offers block scheduling 4 days a week in the morning. Bus transportation was important for students with transportation barriers. Students can return to their K-12 schools to take other classes as needed or participate in other activities on campus.
- Students utilize the same instructor/[faculty evaluation process](#) regardless of the location or modality.

In 2015, LCCC transitioned to the Canvas LMS to enhance course delivery, which establishes the basic framework around which faculty can build online courses, blended courses, or supplement on-site courses. Canvas has built-in communication, testing, and interactive components that can be used by faculty to enhance the learning experience. Master and blueprint courses within Canvas allow faculty to share materials, course content, and whole courses with other faculty. Furthermore, Canvas has the ability to construct “community groups” that can enhance communication among certain functional entities around campus (e.g. Faculty Senate). The Canvas platform is enhanced by additional educational technologies that build upon its structure and add new features, including the Kaltura Video Platform, Softchalk Authoring Tool, Respondus Assessment Tools, Acclaim Badging Platform, and others. Use of Canvas is required by all faculty, regardless of teaching mode. Deans and program and course coordinators have permission within Canvas to oversee the quality of course content and design.

Canvas is managed by the eLearning team, which provides a variety of services including faculty training, troubleshooting, technology enhancement support, and course resource development. The team provides [instructional technology training](#) for faculty new to teaching online, blended courses, or to using education technologies. The Canvas 1 & 2 courses are in-person, hands-on workshops that cover the basic use of Canvas and its assignment and assessment tools. [Canvas 201](#), an online, eight-week course, explores the principles of good quality course design. A variety of workshops and open consultation hours on the technologies noted above is also provided.

LCCC is a member of [Quality Matters \(QM\)](#), an organization that establishes standards for online course design, and participates in a consortium of institutions in the state of Ohio that work together to offer training on QM standards for online course design and to review courses against the standards. The College also offers faculty a [Template Syllabus](#), which is digitally accessible and used widely by faculty, and a [Course Quality Checklist](#) to assist in redesigning courses based on the QM standards. Assessment of the effectiveness of course delivery includes [course assessments and student evaluations](#).

LCCC students must successfully complete the [Canvas Student Orientation \(CSO\)](#), an online training and assessment tool designed to prepare students to take online and blended courses, prior to gaining access to those courses. Because online and blended courses require different technology and learning skills than in-person courses, the CSO both trains students on how to use Canvas and highlights the skills needed to be successful in an online learning environment (e.g., time management skills). Instructors, Tutoring Services, and the eLearning Team can provide additional assistance, if needed. From 2016-19, 13,064 students successfully completed the CSO. LCCC offers courses in the Interactive Video Distance Learning (IVDL) format. In this format, instructors teach primarily in one physical location and a video feed is broadcast to additional locations. All students

enrolled in the course section, regardless of location, engage identically in the same course, using the same content, assignments, exams, etc. Additionally, some instructors choose to move between locations, enabling in-person contact with all students in the course.

As detailed in **4.C.1** and **4.C.2**, LCCC has established a robust set of student success measures and performance outcomes and uses the What Matters Most (WMM) metrics as KPIs for measuring student success. All students regardless of location or modality are incorporated into these metrics. These technology platforms allow for student-level analysis and monitoring of academic performance any time, any place. They also help strengthen communications between faculty and staff at all locations. This strengthens the personalized and structured attention provided to students regardless course location. Additionally, LCCC engages in periodic, in-depth analysis for [online](#), [College Credit Plus \(CCP\)](#), and [alternate length courses](#), to name a few.

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- Success Rates of Top 30 Courses by Location and Modality
- Syllabus Template

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

LCCC's general education values and philosophy state that "all individuals should learn to read with comprehension, write with clarity, speak with precision, listen with discrimination, and think critically and analytically with the capacity to apply knowledge. The education of the whole person and strengthening of literacy should occur throughout educational experiences." This program helps students prepare for continued academic success, professional accomplishments, and lifelong learning by providing "knowledge, understanding, and skills that our society expects from any college-educated individual." These values and goals are reflected in LCCC's [general education outcomes \(GEOs\)](#) which are embedded across the curriculum in the BAS, AA, AAB, AAS, AS, AIS, ATS degrees and one-year and short-term certificates. LCCC's five core course outcomes in English, mathematics, natural science, social science, and humanities are addressed through select courses and align with the [Ohio Department of Higher Education's \(ODHE\) general education requirements](#) and the [Ohio Transfer Module \(OTM\)](#).

3.B.2

LCCC's mission focuses on student academic and career success through quality education and general education helps ensure that quality. The General Education Steering Committee, comprised of the provost, deans, and faculty, developed the LCCC General Education program, including its values, philosophy, purpose, requirements, and outcomes with input from faculty. Faculty Senate and [CC approved](#) the revised GEOs in 2008. In recent years, LCCC has looked to ensure its GEOs reflect current academic needs, including conducting an [inventory of GEOs](#) from institutions around the state of Ohio. During this same time, ODHE began work on the development of a set of [guiding principles for general education](#), issued December 2019. Development of the principles was led by an ODHE GE Steering Committee, which included faculty and administrators from colleges and

universities across Ohio. During their development, drafts of the principles were [shared with CC](#) and the faculty in each academic division. LCCC and all Ohio colleges and universities contributed faculty and administrator feedback through an ODHE survey, which was considered prior to finalizing the finished draft of the principles. ODHE has also begun work [revising its OTM GEOs](#). This ongoing work has also been led by the ODHE GE Steering Committee, on which LCCC's provost serves. The College paused work revising GEOs until the state completed its work. ODHE's new guiding principles for general education and [Vision 2025](#) will guide LCCC's approach to revising its GEOs as part of its work through the Assessment Academy (**See 4.B**).

Beginning in 1990, the State of Ohio and state public institutions resolved to implement statewide student credit-hour transfer agreements to address articulation problems associated with students transferring from two-year to four-year public institutions. This was based on the shared belief that improved transfer student mobility would increase student satisfaction, degree completion, and the efficient use of tax dollars. Refinements have been made through the years in the development of what is currently known as the [Ohio Transfer Module \(OTM\)](#). The OTM is a set of general education courses that are guaranteed to transfer among Ohio's public universities. It is required of all AA, AS, BA, and BS graduates and is intended to ensure that all graduates possess a common core of college-level skills and knowledge. Faculty panels, comprised of a cross-section of faculty from two- and four-year public institutions, developed guidelines and learning outcomes for the OTM in five categories: arts and humanities; social and behavioral sciences; English/oral communication; mathematics, statistics, and logic; and natural sciences. Submitting institutions must demonstrate that the [course\(s\) meet these established learning outcomes](#).

3.B.3

GEOs are clearly posted in the college's online [Catalog](#), where they are easily accessible to students and the community. As mentioned above, the GEOs are embedded across the curriculum in the BAS., AA, AAB, AAS, AS, AIS, ATS degrees and one-year and short-term certificates and align with the ODHE's general education requirements and the OTM.

The AA, AS, and BAS degrees contain all five core course outcomes and all associate degrees contain the English and math core outcomes. The applied associate degrees and the ATS also contain two of the remaining three core course outcomes. Every [associate degree](#) and [one-year certificate](#) contains all five infused outcomes while most short-term certificates contain all of the infused outcomes. All [college-approved](#) courses are required to [identify alignment](#) between their course learning outcomes and relevant infused GEOs, including assessments used to measure them (**See 3.C.1**). Outcomes are assessed each term using the [General Education Assessment Record \(GEAR\)](#) (**See 4.B**). As part of its project in the Assessment Academy, LCCC has developed a Program Assessment Plan, which maps course outcomes, including general education, to program outcomes and includes assessment methods and a schedule for recording assessment results.

In addition to its GEOs, LCCC addresses information literacy at various points throughout a student's career. First year students are introduced to the Bass Library and its services through the required SDEV 101 or 102 course. As detailed in **2.E.2**, the ENGL 161 course - required in all degrees, OGTPs, the OTM, and most one-year certificates - emphasizes summary, analysis, synthesis, and research documentation. Classes typically spend a day or two in the library receiving instruction on information literacy and research. **3.D.5** details information and research services available through the Bass Library.

3.B.4.

LCCC recognizes the human and cultural diversity of the world in which students live and work through expectations of equity in all operations, with a committee dedicated to improving campus equity, and through academic and co-curricular offerings.

LCCC's deep commitment to [equity](#) and cultural diversity is formalized in a number of ways through policy, general education outcomes, student curricular and co-curricular experiences, committees, and the ongoing and specific quantitative and qualitative data analyzed. LCCC's Value Statement reads: "We value our role as the community's college and the opportunity to build the community's trust in order to educate, adapt, lead, and inspire. We value our role to create a better, more equitable future for our community".

The [Equity for Students Team \(EST\)](#), established in 2017, has broad representation, including students, and has a comprehensive charge that includes facilitating the understanding of underserved students through professional development, making recommendations to the Student Completion Council, and developing a plan to make equitable outcomes for students a campus priority. Recently, LCCC's EST developed and vetted a publicly available [Equity Statement](#) (See 1.C.1) and [focused training on equity for faculty, staff, and students](#) across the intercultural competency continuum. LCCC also published an [Equity Progress Update](#) (See 5.D.1). This report disaggregates our student data and serves as a way to update the campus community on enrollment progress, high school dual enrollment, career pathways, and completion and transfer for historically underrepresented students. Digging deeper beyond metrics, in 2018 LCCC launched an intentional research agenda to better understand completion challenges across race, parental status, adult status, and financial wellness: Council for Adult and Experiential Learning - CAEL-360, USC's National Assessment of Collegiate Campus Climate, Family Friendly Survey, and Trellis Survey of Financial Wellness. [CAEL](#) led to the Title III grant components (online orientation, accelerated programs, earn and learn, writing center); [Family Friendly](#) led to expanded evening/flex [childcare](#) and partnerships in the Advocacy and Resource Center (ARC); [USC NACCC](#) is informing faculty professional development on implicit bias and sense of belonging, and [Trellis](#) will inform future programming around financial wellness.

A number of activities and programming are offered across the campus that support both the curricular and co-curricular student experience surrounding diversity. Curricular examples include our [One Book, One Campus](#) initiative, a campus-wide effort to raise awareness of inequities that students face by engaging all stakeholders in reading a single work and providing programming in the form of discussions, scholarships to students for the best response report, and presentations about the book. In fact, the book, *Evicted*, was distributed campus-wide and dovetailed with the theme of the address of our 2019 Convocation Keynote speaker, Dr. Donna Beegle, who spoke of her journey out of poverty. In addition, it was required reading in several classes and included in activities for campus organizations. Other books distributed through the initiative include [A Brave Face](#) and [The Immortal Life of Henrietta Lacks](#). In terms of overall curricula, LCCC maintains a General Education Outcome devoted to diversity, which states students will, "Analyze the role of diversity in the development of the individual, the community and the global society." In addition, the General Education purpose statement indicates students will, "Understand and appreciate diverse aspects of human civilization and the natural world." Supporting data to show students achieve these outcomes is collected through the [GEAR](#) process each term.

[Co-curricular activities](#) include a new mentoring program, [MVP \(Mentoring Vibrant People of Color\)](#), which initially came out of LCCC's work with the Lumina Foundation on the Racial Justice and Equity Grant and was supported by data from [focus groups](#); the [Survey of Entering Student](#)

[Engagement \(SENSE\)](#) findings; and student feedback gathered through the USC Climate survey in Spring 2019. The philosophy behind the MVP Network is that matching individuals with similar life experiences provides a supportive network, which positively impacts retention and completion.

Currently the MVP network is offered to our Diversity Incentive Award students, who are required to participate in mentoring per their award, and is comprised of 48 volunteer mentors (faculty and staff) and an initial cohort of 34 mentees. Other examples of co-curricular activities around diversity include [Student Life programming](#), the [Michael J. Brown Discovery Scholarship and Learning Community](#), and a summer leadership program, [GearUp](#), aimed at second year LCCC students who also serve as peer mentors to students in the Summer Bridge program, to name a few.

LCCC is also dedicated to supporting international and [global learning](#) through our [International Initiatives](#) office, hosting students from various countries (currently 42 students representing 18 different countries) as well as providing opportunities for LCCC students to [study abroad](#). LCCC hosts multicultural events in support of global learning, such as an [international student dinner](#) and the Speaker's Series focused on diverse topics.

3.B.5

Faculty and students contribute to scholarship, creative work and the discovery of knowledge through course-based and independent research experiences, experiential learning opportunities, and academic and co-curricular programming linked to coursework.

As a community college, the work of LCCC faculty is not tied to a specific research agenda. However, many faculty and students engage in research projects across the curriculum, contributing to the scholarship and knowledge in their field. LCCC is dedicated to increasing the percentage of students involved in undergraduate research as part of Vision 2025's emphasis on experiential and service-learning opportunities for students. In addition, a number of courses have a research component built into them. For example, Research Methods in Psychology course (PSYH 272), involves faculty working with students to identify a topic for study, develop or find an instrument, if necessary, and then design and carry out the study. Students are required to submit their proposal and instruments to the [Institutional Research Board \(IRB\)](#) for approval. [Topics](#) have included sleep quality, attitudes toward mental illness, and the effects of social media on self-esteem. In the past five years, nearly 100 students have participated in this real-life experience. In addition, LCCC promotes the creative work of faculty, students, and the community.

Numerous LCCC faculty engage in [research and other activities](#) relevant to their disciplines, promoting our programs and demonstrating scholarship to students, both on their own and involving students. In fact, [LCCC students](#), working with faculty in biology and chemistry, have presented research findings at a local and national conference recently, highlighting their work researching [HIV](#), [Lake Erie Algae Blooms](#), and the [chemistry of whiskey flavoring](#). These faculty and their colleagues pursue scholarship that enhances the student classroom experience while furthering knowledge of their respective disciplines.

LCCC has made a concerted effort to embed experiential learning into its [programs](#) and [encourages faculty](#) to seek opportunities. To exemplify this, LCCC's Strategic Plan: Vision 2025 includes Future Focus: Expand Earn and Learn Models and Community Focus: Partner with Community Organizations to Address Common Community Challenges and Opportunities. To that end, in AY 2018-19, 3,736 opportunities were provided to 3,341 students in work-based and [service learning](#) in addition to 2,579 clinical, practicum, and student teaching opportunities provided for 1,128 students. This resulted in [6,315 opportunities](#) provided to 4,469 students (unique numbers

5,386 and 3,341, respectively) and accounted for 29% of our undergraduate and 11% of our CCP students. Currently, 131 unique courses include an experiential learning component.

Courses with embedded experiential learning often partner with external organizations as well as units across campus to provide practical experience for students. In CISS 247, the capstone computer information systems program course, students participate in an institutional enterprise branded as 'The 247 Group' to work on real-life technology solutions. For example, The 247 Group developed an online reporting platform, [Personal Open Enrollment Management System \(POEMS\)](#) for the college based on specifications outlined by LCCC's HR department. The completed system facilitated open health care enrollment for all employees and created efficiencies for the HR office by streamlining processes. Students worked as a team with HR representatives in the design and delivery of this system saving the college nearly \$100,000. The success of this project with The 247 Group led to the creation of an on-going student-led 247 Group student enterprise that continues to develop solutions to college technology opportunities while providing compensation for the student work.

Another institutional enterprise is housed in our culinary program (CULN 152 AND CULN 266), where students prepare and serve meals at the [Sage and Seed](#), LCCC's on-campus, student-operated restaurant, which is open to the public. Under faculty direction, students are responsible for every aspect of the restaurant including the front of house, kitchen, and even the business side of managing the restaurant.

In addition, a number of courses require participation in co-curricular activities and other entities as part of their coursework, allowing students to gain valuable job skills in radio ([Boom Radio](#)), journalism ([The Collegian newspaper](#)), and early childhood education (Children's Learning Center), by providing them with hands on experience. LCCC also presents numerous creative productions each year in music and theatre that involve student performers (**See 3.D.4**).

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- Vision 2025

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

The College has sufficient numbers of full-time and adjunct faculty to carry out classroom and non-classroom roles. Full-time faculty serve on the college-wide Curriculum Council (CC) and work within departments to set expectations of student performance. Academic credentials of instructional staff are verified at the time of hire and licensed credentials are reviewed yearly. Faculty engage in assessment of student learning through standardized processes including course-level assessments that align with program-level assessments and the program review processes.

Faculty Composition

LCCC has five academic divisions: Arts and Humanities, Science and Mathematics, Health and Wellness Sciences, Engineering Business Information Technology, and Social Sciences and Human Services. The College has a strong group of 123 full-time faculty who provide both quality instruction and service to the college. In addition, LCCC employs 400-500 adjunct faculty in any given term, based on demand, who deliver college courses. The number of full-time faculty has remained stable over the past five years, during a time when enrollment has decreased 11.4% percent, with a student/faculty ratio of 15:1 and an average class size of 17, allowing for ample interaction between faculty and students.

Faculty at LCCC are responsible for all aspects of teaching and delivering credit courses to which they are assigned, as well as participating in curriculum and program development, including program review. They regularly assess student academic achievement, participate in college

governance and policy making, engage in scholarship and professional growth (**3.B.5** details faculty engagement in scholarship and **3.C.4** addresses professional development), and participate in discipline-related activities and organizations (**See 3.C.4**). These expectations are clearly outlined in the [faculty job description](#) and also in [Policy III-430: Faculty Loads](#), as well as the [Faculty Load and Reassignment Guidelines](#). Full-time faculty are required to teach 30 instructional load units (ILUs) per academic year.

Oversight of the Curriculum and Student Performance Expectations

Course and program development - Courses and programs are developed and revised by faculty in response to labor market demand, employer and advisory board input, and student demand. The College monitors labor market data for the county and region using EMSI (Economic Modeling Specialists Intl.) for which it pays an annual subscription. Once a need is perceived, the IRPE department runs a report detailing [program market demand](#).

Faculty interactions with employers and advisory boards also stimulate ideas for new programs. For example, LCCC began planning for the bachelor of applied science in microelectronic manufacturing in the fall of 2015 after conducting employer site visits for the required Work-Based Learning (WBL) courses which are part of the applied associate of science in micro-electromechanical systems program. Based upon conversations with the companies and additional data that was collected, it was apparent that the skills needed for employment opportunities with these companies were not currently being taught by any bachelor's degree programs in the State of Ohio. As a result, the [bachelor of applied science in microelectronic manufacturing \(MEMS\)](#) was proposed and developed. As part of the rigorous joint HLC and ODHE change application and program approval process, LCCC demonstrated the central role faculty played in the planning and development of the program and that the College had sufficient well-qualified faculty to support and deliver the program. The College's process for new program development is described in **4.A.4**. In a similar vein, courses are developed to accommodate a new program or to adjust to the changes taking place in the labor market (See MEMS proposal p. 7).

Student demand and needs are also a consideration in program development or adjustments. For example, a student from the [construction program](#) suggested making the course, CNST 206 - Construction Estimating II a required course in the construction programs because it was critical and student enrollment was low. As a result, the course is now required and students have this needed skill upon graduation from the program.

Student Learning Outcomes - As with course and program development, learning outcomes are developed by faculty in response to employer focus groups, surveys, and in-depth-interviews; advisory board input; university partner requirements; and student demand. For new programs, the process begins by meeting with all pertinent stakeholders to determine both required objectives along with the *level* of required objectives upon program completion. Careful consideration is given to each objective to plan the significant steps needed to achieve an outcome reflective of program goals and the LCCC mission. Once program outcomes are identified, faculty within each discipline review learning outcomes at the [course](#) level and then map common outcomes across courses to [program level outcomes](#) to ensure alignment. Learning outcomes are regularly monitored for existing programs via assessment and program review, which incorporates input from all of the stakeholders listed above.

Once developed, faculty obtain approval from [Curriculum Council \(CC\)](#), the College's recommending body to the provost. CC is charged with:

- Continuously studying and evaluating courses and curricula to determine whether college objectives are being met.
- Examining proposals from new or revised courses or curricula.
- Planning, developing, and projecting degree and certificate programs on a long-term basis.

CC embodies full campus representation including faculty and deans from all academic divisions, representation from student services, the Office of Institutional Research, Planning, and Engagement, (IRPE) the University Partnership (UP), and Student Senate. Faculty establish, review, and vote on all learning outcomes, course topical outline, grading procedures, textbooks, and suggested instructional methods through this curriculum process.

Assessment - Faculty develop program outcomes for new programs, course outcomes for all new courses, and suggest changes in current program or course outcomes as the need arises, with review and oversight by CC. For each new course, faculty complete a course (formerly CDSO) form in our Course Inventory Management system (CIM) to document course outcomes and corresponding General Education Outcomes (**3.B.1-3** details Core and Infused outcomes). In addition, faculty list the assessments to be used to measure mastery of course outcomes as part of their assessment plans. Academic program review (three-year cycle) integrates program, course, and general education assessments. **4.B** details LCCC's Assessment Academy work involving mapping program, course, and general education outcomes (GEOs).

Assessment is part of the culture at LCCC. Course objectives are clearly defined on the course form mentioned above. As mentioned in **4.A.1**, 100% of associate degree programs and the BAS have listed program outcomes and the college is currently reviewing these outcomes, as well as developing outcomes for those certificates that don't yet have them, as part of its project in the Assessment Academy. Assessment terminology, processes, and documentation are integrated into the [Faculty Reference Guides](#) for both fulltime and adjunct faculty. These guidelines provide stepwise instructions and institutional expectations for the assessment process. Assessment programs are offered for both fulltime and adjunct faculty once or twice each year. **4.B.4** details LCCC's involvement in the Assessment Academy and recent activities related to assessment. Participation in the assessment process is an expectation of employment, incorporated into [faculty job descriptions](#) and contracts.

College Governance

In addition to being wholly responsible for courses, programs, outcomes, and assessment, faculty and staff actively participate in [college policy and decision-making](#). Faculty can choose to run for Faculty Senate, which has representation on all decision making bodies on campus and provides input on policies, procedures, budgets, planning and operations, such as job descriptions for instructional faculty, salary and benefit recommendations, and the academic calendar, to name a few. Faculty who are not on Faculty Senate also have the opportunity to serve on [committees vital to the institution](#).

Committee participation is a core component of the full-time faculty's required Individualized Work Plan (IWP), which is mutually agreed upon with the division dean and evaluated annually. A wide variety of [standing committees](#) provide faculty opportunities to engage in assessment, course and program development and decision-making, the strategic plan, and enrollment planning, among others. In addition, faculty serve on screening committees when new faculty are hired and establish the academic credentials appropriate based upon the College's [Policy III-330: Initial Placement in Rank and Promotion](#), as well as standards established by the [Ohio Department of Higher Education's \(ODHE\) Guidelines and Procedures for Academic Program Review](#).

3.C.2

LCCC employs [qualified faculty members](#) competent to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, LCCC gives primary consideration to the [highest earned degree](#) in the discipline in accordance with the [Higher Learning Commission \(HLC\)](#) and [ODHE faculty guidelines](#). LCCC [also considers](#) competence; effectiveness; and full scope of knowledge, skills; and dispositions appropriate to the program, including related work experiences in the field, professional licensure and certifications, and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. All LCCC faculty, which include full-time, adjunct, dual enrollment adjunct faculty, and faculty teaching in contractual and consortial programs meet the credentialing requirements or have a plan in place to do so.

The provost is responsible for ensuring that all faculty members meet the College's qualifications to teach assigned courses in the discipline, and that they are hired in a timely manner in accordance with the HLC and ODHE policies, standards and guidelines and other accreditation requirements. Each academic division applies the LCCC ["Faculty Credential Guidelines and Procedures"](#) document. The [District Board](#) ratifies the hiring of all full-time faculty.

3.C.3.

All full-time faculty are evaluated annually in accordance with [Policy III-630](#) and [Procedure III-630](#). As part of the annual evaluation process the full-time faculty member conducts [student evaluation](#) of teaching in a minimum of three classes, collects two [peer commentaries](#), submits the [Faculty Evaluation Activity Report](#) and [Individual Work Plan \(IWP\)](#), and meets with the division dean to discuss the dean's summative review and IWP for the upcoming year. Additionally, each [adjunct faculty](#) member is reviewed at least once annually in accordance with [division procedures](#). [Dual Enrollment](#) instructors are observed annually by a faculty member from the Elyria campus.

3.C.4

All faculty, in accordance with the [faculty job description](#), are responsible for engaging in scholarship and professional growth along with participating in discipline-related activities and organizations. **3.B.5** details activities in which faculty have recently engaged. As part of the annual evaluation process with their dean, faculty must provide evidence of engagement and participation in these activities on the [Faculty Evaluation Activity Report](#). Additionally, as part of contract days during both fall and spring semesters, faculty are required to participate in professional development activities during [Faculty Development Days](#), where workshops and presentations about, for example, effective pedagogy and best teaching practices are offered. The Center for Teaching Excellence (CTE) regularly schedules "brown bag lunch" sessions and other presentations that allow faculty to share successful learning strategies and best practices with other faculty (**3.A.3** details Canvas training). CTE launched an [Inspire Conference](#) in January 2019, which engaged faculty in workshops on a range of topics related to teaching and student learning. Due to its success, it has become a regular feature of January Faculty Development Week. Finally, effective pedagogical features are often shared among faculty within a discipline through informal conversations, mentoring, or program/course coordinators, and via workshops.

LCCC expects faculty to stay current in their disciplines and further expand their knowledge of effective pedagogy; therefore, it provides [resources](#) to support [professional development](#). These

include [instructional fee waivers](#) for any course offered at LCCC up to nine credit hours per semester, [tuition reimbursement](#) for non-LCCC courses not exceeding a maximum annual amount, [reimbursement for travel and expenses](#), and [sabbatical leave](#) every seven years.

New Faculty Orientation occurs during the Convocation week (which includes Faculty Development Days) in partnership with the Human Resource and Provost Offices. New full-time faculty attend an [onboarding day](#) hosted by the president and provost, along with deans. This personalized [briefing](#) is an immersion into the LCCC culture and includes conversations regarding mission, vision, values, ethics/social responsibility, student outcomes, What Matters Most (WMM) metrics, and College program and service offerings. The afternoon session includes new faculty meeting with their assigned mentors. New faculty and assigned mentors from the previous year are also invited to the luncheon and afternoon activities.

All adjunct faculty are required to attend either an [evening or Saturday Convocation](#) specially designed for them. The [main presentation](#) is followed by breakout sessions for division business meetings where policy and departmental updates are shared. While College Credit Plus (CCP) faculty can attend this convocation, LCCC also hosts a separate [orientation](#) meeting for this group. The main presentation consists of information relating to any changes in the CCP program, LCCC policies and procedures related to instruction, and other expectations of adjunct faculty members and is followed by division meetings to cover any [additional information](#). Prior to adjunct and CCP presentations, several training sessions on Canvas are held for any new or returning faculty.

3.C.5

Faculty are directly involved in learning support, as well as teaching, and are required contractually to commit 10 office hours per week to ongoing student advising. Office hours are listed on [course syllabi](#) and are posted in the department in which they teach or where their office is located. At least five of these must be posted office hour times and the other five can be flexible to allow for tutoring, group study, emails, phone calls, etc. as noted in the [Faculty Reference Guide](#).

Some of the activities occurring outside of the realm of traditional office hours are captured in the [Community College Survey of Student Engagement \(CCSSE\)](#). In general, results show LCCC experienced an upward trend during the last three iterations of the survey, particularly in the use of electronic communication, discussions about assignments and grades, prompt instructor feedback, and discussions regarding career paths. LCCC's scores are in line with the Large College Cohort.

Another way for faculty to interact with and mentor students occurs during research activities, both [faculty driven](#) and [student research](#), particularly in the Research Methods in Psychology course (PSYH 272), where students are required to design and implement original research as part of their studies (See 3.B.5). Other opportunities outside of traditional office hours occur with musical and theatrical performances, in clinical settings, and in the culinary program (3.B.5 details these activities).

3.C.6.

LCCC is committed to providing high quality student support services that meet the needs of students and provide accurate and up-to-date information. Staff members in student support services areas meet or exceed qualifications listed within their respective job descriptions. LCCC maintains institutional membership in [national professional organizations](#) and leverages these professional networks to remain abreast of national trends, policies, and best practices in student support services

and related functional areas. LCCC is also an Achieving the Dream member institution and a Bill and Melinda Gates Foundation's [Frontier Set](#) institution, both of which provide ongoing professional development opportunities that deepen knowing and understanding of student support models and services.

Student services staff participate in trainings and [professional development](#) both on- and off-campus on a variety of topics and from various state and national organizations. Examples include LCCC's [Student Services Symposiums](#) (interdepartmental cross training), [customer service training](#), Grit/Growth Mindset, Career Decision Training, Appreciative Advising, and Bridges Out of Poverty. State and national professional development opportunities include attendance at the Northeast Ohio Academic Advising Annual Conference, NACADA National Conference, OACRAO State Registrars/ Admissions Conference, AACRAO National Conference, and workshops offered through the Ohio Association of Community College's (OACC) Student Success Center.

LCCC's pathway-based advising model also fortifies access to functional cross-training and program-specific expertise. This model ensures academic advisors, career counselors, and [financial aid team](#) members gain expertise in academic division curriculum, policies, and career opportunities to aid in student support.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

Students at LCCC are supported through a comprehensive system of student services, including but not limited to the following:

The [Academic Support Center](#), includes the Tutoring Center and the Math Studio. Students may access supplemental academic resources, course materials, worksheets, textbooks, study groups, individual tutoring sessions, Skype tutoring, online resources, and walk-in assistance. Each term, the Center runs a [report](#) to plan for staffing of specific classes and subject, monitor for patterns of need, and track usage. In AY 2018-19, over 16,000 tutoring sessions were held.

[Accessibility Services](#) provides accommodations and assistance to students with disabilities. Each semester an average of 700 enrolled students are registered with Accessibility Services. The office provides resources, information for campus access, and assistive technology including screen readers, listening devices, smart pens, and many more to meet students' needs.

The [Advocacy and Resource Center \(ARC\)](#) is a centralized location for students to [access holistic supports](#) such as the Commodore Cupboard Food Pantry, emergency aid, personal counselling, and connection to community resources. From March through May 1, 2020, the ARC supported 1,294 requests for assistance.

The **Bass Library (See 3.D.5)** provides access to resources that support student learning and research, and includes services that support and promote information literacy, data literacy and academic inquiry. The library offers a range of collections that are accessible in person, online, and through the statewide OhioLink consortium of academic libraries.

[Career Services](#) assists students with exploring academic programs and careers, preparing for entry into the workforce, facilitates internship and experiential learning coordination, and connects students to employment opportunities. Career Services [tracks the utilization](#) of each of their services.

Open Computer Labs (See 3.D.4) are located on the Elyria campus as well as at several learning

centers to provide access to computers and course-related software. LCCC staffs these computer labs with trained student employees who work with students in using the software applications, printing, and other technical tasks.

[Enrollment Services](#) assists students with applying and registering for classes, completing new student orientation, and provides in-person, online, or phone access to the College's pathways-based academic advisors.

[Financial Services](#) provides support services that aid students in accessing institutional, state, federal, and private forms of financial aid.

[Veterans Services](#) is a comprehensive support service that provides oversight and coordination of educational benefits programs, provides support services and referrals, and builds community among active and former military service members and their families while attending LCCC. Veteran Services has supported 325 veteran students receiving veteran benefits over each of the past three years.

In addition to designing intentional support services, LCCC has scaled intentional efforts to learn about those needs and connect students to services. All students complete the [Noel-Levitz College Student Inventory \(CSI\)](#) as part of their initial entry, which is an integral part of students' holistic intake process with their assigned academic advisor. Students' CSI results inform connection to services on campus based on individualized needs such as childcare, academic support, career services, and financial assistance. Additionally, institutional data shows a significant number of LCCC students attend part-time (70%), work (71%), or are raising children (58%) while attending college, and therefore LCCC strives to offer both day and evening hours suited to the needs of its busy students.

LCCC administered the [Survey of Entering Student Engagement \(SENSE\)](#) in 2017 to understand characteristics and experiences of its entering students. Significant changes in the College's advising model provide students with quality academic advising and career counselling services, and LCCC's SENSE data indicates advisor/student engagement is significantly higher than its cohort. SENSE data also indicated the most-used services are academic advising, computer labs, financial assistance advising, skills labs, and in-person tutoring.

3.D.2.

LCCC students are required to participate in a [placement assessment](#) process prior to enrollment and are encouraged to review resources to help improve initial placement scores. LCCC utilizes the [ALEKS](#) placement test for [mathematics assessment](#), which also provides students not eligible for math course enrollment to work with a math coach and progress through self-directed, adaptive learning modules to prepare for reassessment. LCCC also utilizes [Accuplacer](#) to assess placement in [reading/writing](#).

Through the college's mandatory new student advising, students receive individualized guidance regarding interpretation of placement scores. Those who place into developmental education levels of all three subject areas are supported through the SDEV 102 course (Strategies for College Success). This course fulfills the College's first year experience requirement and provides additional support for academic success.

Students who place into developmental courses must complete them prior to enrolling in college-

level courses, and are required to meet with their academic advisor prior to registration until their college level math and English requirements have been met.

LCCC applies a [co-requisite model](#) for some of its English and mathematics courses, pairing supplementary instruction to college-level courses. In this model, students enroll in both an academic support course and college-level course simultaneously.

As noted in **3.D.1**, students may access tutoring services through the College's [Academic Support Center](#), which assists students on a walk-in basis and by appointment. LCCC's Math Studio provides targeted support for all of math levels and also supports students working on self-paced learning modules within the ALEKS adaptive academic support program.

LCCC also offers additional assessment opportunities through Prior Learning Assessment (PLA), acknowledging that some students come to college having gained knowledge through prior work or independent study. Students who wish to have previous experiences reviewed may submit portfolios that demonstrate the knowledge and skills acquired with a level of academic rigor aligned with college course credit. Additionally, LCCC offers students the opportunity to assess prior learning in 33 [College Level Examination Program \(CLEP\)](#) examinations. The [PLA Impact Report](#) details credits granted via various avenues available to students.

3.D.3.

Quality academic advising is a cornerstone of the student experience at LCCC, and all students are assigned a single point of contact upon admission to the College. Advisor assignment is based on the student's choice of academic program or one of the College's [nine exploratory program and career pathways](#), high school dual enrollment participation, or transient/guest status. Academic advisors are organized into [teams](#) around these nine pathways to provide students with expert advice and guidance. Students may make an advising appointment online, in-person, or via phone, and advisors regularly visit the College's learning centers and high school partnership sites to provide academic guidance to enrolled and prospective students. LCCC also tailors services to provide one-day comprehensive advising and enrollment programs geared towards [high school seniors](#) and [adult learners](#).

All students at LCCC are required to complete [SDEV 101 \(College 101\)](#), SDEV 102 (Strategies for College Success), or SDEV 103 (Career Exploration and Life Planning) in their first semester. Academic and career planning is embedded within the SDEV courses, thus reinforcing an ongoing relationship with the student's assigned academic advisor, access and use of Degree Map, and clarifying career and program goals and requirements.

Student progress and persistence is monitored through a caseload management approach and supported through the use of integrated advising technology systems such as Civitas [Degree Map](#) academic planner, Civitas Inspire for Advisors (IFA) caseload management and communication software, and early alert workflow. LCCC students can locate the name of their academic advisor within their MyCampus student portal, and regularly receive supportive messages and [outreach](#) from them, as well as reminders and encouraging messages from [Persistence Plus](#), a customized behavioral nudging system designed to keep students on track. LCCC students may also access and utilize the Degree Map tool to track course completions, progress toward degree, or evaluate how their earned credits may apply when exploring program of study options. **4.C.2** and **4.C.3** detail the impact these strategies have had on persistence and completion.

3.D.4

LCCC supports effective teaching and learning by providing extensive resources and infrastructure that enhance the College's programs and services.

Technological Infrastructure

Information Systems and Services (IS&S) provides support for classroom and teaching technologies as well as supporting student labs, faculty and staff computers, and the extensive wired and wireless infrastructure on the campus. Criterion **5.A.1** details the technologies maintained by the college including over 140 smart classrooms and 50 computer labs, seven of which are [open labs](#) for general student use, with the remainder open to the public. A computer "churn" process ensures computers are regularly upgraded.

The IS&S Help Desk assists students, faculty, and staff with technology and application issues and password resets. The Classroom Critical call line provides immediate support for technology issues affecting a class that is in session. In addition to campus support, IS&S is central to the technological upgrades detailed in **5.A.1**.

Scientific Laboratories and Clinical Practice Sites

LCCC boasts over 35,000 square feet of dedicated [scientific lab space](#) with [specialized equipment](#). Completed in 2013, the Lab Science (LS) building houses all biology, biotechnology, chemistry, and physics laboratories as well as, a fully-equipped greenhouse. Combined space for these laboratories is over 17,000 sq. ft. The building design is an example of student-centered learning, where students have group study areas throughout the building, easily accessible to the teaching labs and faculty.

The Health Sciences (HS) building is home to the 12 nursing and allied health programs. HS includes 16 labs: five nursing, three physical therapy, two dental hygiene, two clinical lab science, sonography, radiology, surgical technology, and the Early College High School science lab, totaling 13,500 square feet. An additional 1,200 square feet is located at the University Partnership Ridge Campus (UPRC) and includes four state-of-the-art Nursing Simulation Center labs used by the nursing and paramedic programs. Clinical lab science labs are simulation laboratories with equipment necessary for clinical simulations in the areas of hematology, coagulation, blood bank and urinalysis, and microbiology and chemistry rotations. In addition, there are blood drawing rooms and a specimen preparation area. The [dental hygiene](#) program operates a limited service dental clinic, open to the public, providing services for a nominal fee. In addition to labs located on campus, many of these programs participate in [clinical practice](#) at various area health-care sites, most of which have additional lab space.

The Desich Center houses nearly 1,800 square feet of lab space for MEMS students. Included are a soldering lab and a clean lab, where students can work in a sterile environment to prevent electronic components from becoming contaminated.

In addition to traditional scientific lab space, LCCC maintains 48,000 square feet of [specialized learning spaces](#) for many of our programs including CNC, welding, micro-electronics, culinary arts, and photography, to name a few. LCCC's [Campana Center for Ideation and Invention](#) provides students, business and industry, and the community greater access to tools and resources designed to stimulate new inventions, foster industry growth, and support education and workforce development – with the goal to position Northeast Ohio for new economic opportunities. The Center is home to

the Fab Lab, where local entrepreneurs can use the equipment at no cost to produce goods. The Fab Lab attracts inventors, entrepreneurs, artists and educators and served 2,363 community members during open lab hours last year. LCCC's Fab Lab is the first to receive the designation of a Super Lab in North America (second in the world), qualifying due to the level of offerings, capabilities, and commitment to providing community access. In partnership with local industry, the College recently launched an applied science in digital fabrication technologies degree that prepares students to work with subtractive and additive digital fabrication tools for tasks such as prototyping, proof-of-concept exploration, and rapid tooling. The Campana Center also features a virtual reality cave, which provides students with immersive learning opportunities. The Center's potential for collaborative and cross-disciplinary active learning was demonstrated through a recent [collaboration between LCCC and Oberlin College](#), where students from both institutions explored technological innovation from a variety of different perspectives.

Library

The LCCC [Bass Library](#) provides students, faculty, staff, and the community access to a wide variety of resources, services, and facilities. LCCC students have access to the Library's 86,000-square-foot facility, which includes 13 group study rooms and conference rooms, an open computer lab, an additional 73 computers located throughout the library, and open study spaces. The Bass Library partners with the Elyria Public Library System (EPLS) and with academic libraries via the state-wide consortium, OhioLINK, to provide a unique collection of academic and popular books, videos, audio, and periodical resources.

The Library offers research and information literacy instruction in its 35-seat computer classroom for courses upon request. In addition, the Library's reference service offers students one-on-one or group consultations on research questions. Library users can access reference services in-person, or via chat, phone, email, and the Library's extensive knowledge base of frequently asked questions located on its website. The Bass Library is open 69.5 hours per week during the semester.

Innovative Classrooms and Learning Spaces

In 2012 LCCC opened its Innovative Learning Opportunities for Tomorrow (iLoft) classroom building, which was designed to promote collaborative and student-centered learning. The iLoft classrooms feature computer audio/visual technology, movable tables and chairs, and laptop computer carts. iLoft also includes technology equipped group study rooms, open spaces and computer labs.

Performance Spaces

Cultural development through the arts is a cornerstone of LCCC's comprehensive mission. Specialized facilities and spaces include [The C. Paul Stocker Humanities and Fine Arts Center](#) featuring the 988-seat Hoke Theatre, a 214-seat lecture hall, a 215-seat cinema hall, a flexible black box called the Cirigliano Studio Theatre, a dance studio, a rehearsal hall, and the Beth K. Stocker Art Gallery. The gallery exhibitions feature a mixture of professional artists, community, faculty, and student work.

The Stocker Center (**See 3.D.2**) houses LCCC's Arts & Humanities division and is the performing home for the LCCC Civic Chorale, Collegiate Chorale, Civic Orchestra, Civic Concert Band, Civic Jazz Band, and the Arts & Humanities theatre program.

LCCC also maintains the BOOM Radio Station (**See C.B.5**), a student-run internet radio station which will install a new broadcasting system this year to enhance the student experience. In addition, the College offers students the opportunity to work in the television broadcasting studio with high-tech cameras and equipment and a full editing studio.

Fitness Center

The [Fitness Center](#) is located within the Physical Education building and serves as a classroom for physical education courses as well as, non-credit offerings for community membership and provides free access to any LCCC or UP student currently enrolled in a credit course. The facility consists of dozens of free weights, cardio equipment, and freestanding machines from the Hoist Fitness line.

The Ewing Center Fieldhouse consists of four interchangeable court areas totaling 125 feet by 225 feet, single court areas measuring 125 feet by 56 feet, and a 30-foot-high ceiling with divider curtains to partition off the courts. Mondo multisport surface covers the four interchangeable court areas used for tennis, volleyball, basketball, and large events like commencement. The indoor track consists of a three-lane, 200-meter track with banked corners. The varsity gym is 80 feet by 120 feet with seating for up to 500. The outdoor facilities include a certified 5K, 3.1-mile grass cross country course, soccer fields, six regulation-size tennis courts, and a high and low ropes course.

3.D.5

The LCCC Bass Library provides guidance on the effective use of research and information resources through is [Library Instruction Program](#), which includes both partnering with faculty in providing information literacy/research instruction to their courses and providing guides to research. The Library has two mini-courses on information literacy: The [Library Research Toolkit](#) and the [Health Sciences Library Toolkit](#), which reside in Canvas and use digital badging to award students upon successful completion. The Library works with faculty to incorporate these mini courses into their curriculum, particularly online courses. For in-person courses, the Library works with faculty to pair the mini-courses with in-person library instruction. Since its piloting in 2016, the Library Research Toolkit has issued 2,284 badges and the Health Sciences Library Toolkit has issued 528 badges since 2017.

The Library also provides information literacy and research instruction tailored to the needs of course outcomes and assignments. The ENGL 162 course features a research paper assignment, and many ENGL 162 faculty work with the Library to provide research instruction through the mini course mentioned above or through more tailored instruction. The Library continues to seek new opportunities to work with additional programs and courses.

The Library creates [research guides](#) (LibGuides), accessible on the Library's LibGuide platform, to assist students, faculty, staff and the community in locating appropriate information sources and to teach best research practices. The [Research Process LibGuide](#) presents the basics of library research and has been viewed 39,085 times since launching in 2017. The Library also tailors LibGuides to meet the needs of [specific assignments](#).

The Library's reference services manages an FAQ knowledge base located on the "[Ask the Library](#)" information page. Library users may access [reference services](#) face-to-face at the reference desk, through chat reference, by phone, or by appointment, which allows library users to spend 30 minutes or more with a librarian exploring information sources and learning how best to approach a research topic.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Criterion 3 Summary: LCCC provides high-quality education, wherever and however its offerings are delivered. The College's certificate, associate degree and applied bachelor's degree programs are appropriate to higher education with student learning outcomes, courses, and assessments developed by faculty with input from external stakeholders, including business leaders and community members. Each academic program aligns with multiple general education requirements that demonstrate inquiry, knowledge acquisition, application and integration and broad learning and skills that prepare students for careers and/or transfer to four-year institutions. When applicable, academic programs align with discipline-specific standards and/or third-party accreditation standards. LCCC employs qualified faculty and staff in the ratios necessary to provide effective, high-quality programs and student services. Faculty and staff participate in professional development opportunities that focus on student learning, student success, equity, and assessment of student learning. The academic support center, library, advising center, computer labs, career services center, laboratories, performing arts center, SDEV courses for first-time students, and student affairs programming support student learning. The College utilizes the Community College Survey of Student Engagement (CCSSE) to identify ways to improve student services. LCCC offers student affairs programming and organizations, 7 NJCAA athletic teams, service learning and study abroad opportunities, and visual and performing arts events. Academic and co-curricular learning experience contribute to an enriched educational environment for LCCC students.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1

Lorain County Community College's (LCCC) commitment to continuous quality improvement is reflected in the [policy and procedure for academic program review](#), which outline the guiding principles and operational steps of the program evaluation process. The aforementioned policy states "Evaluation of each program of the College will be undertaken periodically to provide faculty, administration, and the Board of Trustees with information about how well the program functions in relation to its objectives and the needs of the community." Currently, LCCC's Student Learning Assessment Council (SLAC) is [reviewing and updating](#) the institutional policies and procedures related to academic program review. This review is a part of LCCC's project for the Higher Learning Commission's Assessment Academy to develop an integrated systems approach to assessment of student learning, curriculum development and revision, academic program review, and professional development.

LCCC is currently concluding year two of a new Academic Program Review (APR) process, which includes the assessment of specific program learning outcomes which had traditionally been assessed

on a five-year program review cycle. However, after vetting with academic divisions, a decision was made in 2016 to reduce this to a three-year cycle to better keep pace with changes in the labor force, advancements in technology, and enhance LCCC's culture of continuous improvement. The process was further refined in 2018 to ensure comprehensive assessment within year one and development of an action plan for improvement. The [action plan](#) is implemented over the course of the two years following APR and reassessed at the start of the next cycle. In addition, a [master calendar](#) was developed and disseminated, with oversight from academic deans, to maximize synergies among their programs, balance workloads, and align with program accreditation cycles. Academic deans, who oversee the process within their division, disseminate the calendar to faculty. The specific timeline and steps for conducting an APR are outlined in the [APR Manual](#). The manual details the process, data provided, and the expectations of the Program Review Team. Faculty are provided with the newly revised [APR Workbook](#) prior to each review, which is a tool for the efficient facilitation of the APR Process designed to guide reflection and evaluation, leading to a comprehensive overview of the program.

Not only has the program review process been re-designed, Institutional Research, Planning, and Engagement (IRPE) embeds a new comprehensive set of data in each workbook to guide continuous program improvement. Expanded to include student success data beyond traditional enrollment and completion, the re-envisioned workbook includes metrics like time to completion and excess credits earned for degree completion, and incorporates student learning outcome assessment data, predictive data, transfer success, course and teaching evaluations, labor market information, industry certifications, and graduate and employer surveys (See 4.A.6). Where appropriate, [capstone courses are highlighted](#) and also serve as an indicator of programmatic success. IRPE holds office hours throughout the year to answer any questions APR teams may have about data or the process in general.

Once completed, faculty present their APR to the campus community at a session that is open to all campus administrators, faculty, staff, and students. After the [open session](#), the APR Workbook is [filed with the provost's office](#). To date, over 30 programs have [completed](#) or are in the processing of completing program review. [Testimonial](#) from faculty affirm the improvements that have been made as a part of the redesign.

Through the review process, program needs and corresponding budgetary implications are identified. This has impacts on facilities, staffing, and equipment. In 2019, the [Applied Electronics program completed the six-year plan](#) to acquire the needed equipment identified during the 2013 review. The plan required securing funding to purchase \$269,493.03 of equipment. [Additional examples](#) include the addition of a full-time faculty member to the emergency medical services program, purchasing operating room equipment for the surgical technology program, and facilities improvements for the [art program](#).

Beginning this year, IRPE is working to develop a report of best practices and highlights shared from each program at the culminating open session. Working back with the Center for Teaching Excellence and hosting it on the internal APR SharePoint site, broad dissemination will occur. Faculty will be encouraged to cross collaborate to apply the learnings of others to their programs for the purpose of quality improvement. Additionally, IRPE is currently developing a benchmark report using the two rounds of completed reviews.

4.A.2

In addition to earning credits at other institutions and receiving equivalent credit via the Ohio

Transfer Module (OTM) (**See 3.A.1**), many students come to LCCC with prior learning experiences comparable to learning achieved in college classrooms. The key component of any prior experience is not the experience itself, but the learning that has been accomplished by a person outside of the traditional classroom environment. This learning must parallel the learning outcomes of LCCC courses for faculty and division deans to recommend that credit be awarded. Up to 30 semester credit hours can be accumulated in [prior learning credits](#), exclusive of transfer credits.

Before students begin the [Prior Learning Assessment \(PLA\) process](#), they must complete the standard admissions process for all post-high school credential-seeking students. In addition, students need to submit official transcripts from all other colleges they have attended to the Transfer Center for [evaluation](#). The PLA project coordinator, specializing in the support of adult students, along with the student's assigned advisor, probe during the first (mandatory) advising session for potential opportunities for the evaluation of prior learning. Additionally, the required College Student Inventory (CSI) asks a custom question developed by LCCC about interest in learning more about PLA and a follow-up communication is sent to all students indicating interest ensuring access to the option. Once prior learning has been satisfactorily [assessed and documented](#), [credit acknowledgement](#) for the parallel course will appear on the student's transcript as a P for pass.

Methods for assessment include Credit-by-Exam options (divisional proficiency, CLEP), portfolio utilizing LCCC's submission portal at [Fast Path Ohio](#), and the review of military training through the State's [Military Transfer Assurance Guides \(MTAGs\)](#) system. MTAGs provide a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses and will be awarded appropriate credit. The complete list of MTAGs approved by the Ohio Department of Higher Education (ODHE) can be found on the Ohio Transfer Credit website. In 2017-2018, [422 credits](#) were awarded through MTAG.

During Fall 2018, LCCC conducted a study to determine the [impact of PLA](#) on student success. The study focused on key outcomes; persistence, degree completion, and credit efficiency. It was found that students with PLA credit were 9.9% more likely to persist when compared to similar students without PLA. This is particularly meaningful when considering that part-time students represent the majority (70%) of students with PLA credit. An analysis of five years of associate degree earners revealed that about 78% of credits earned through PLA applied to the degree (efficiency metric). This saved on average each student about \$900 in LCCC tuition and book costs.

4.A.3

LCCC's catalog includes a [transfer policy](#) that ensures the quality of all credit accepted in transfer. The policy includes a series of steps based on a comparison analysis of the information given in order to establish equivalency. Indicators of course equivalency include similar language in the description of the courses such as similar key words; the same number of credit and contact hours; similar coverage of course content (minimum of 70% content match); comparable prerequisites, if any; similar course learning outcomes or competencies; and lab requirements, if warranted. Occasionally, the course title may indicate equivalency, as courses like "Introduction to Sociology." The course information is reviewed in light of the aforementioned indicators at each stage. Once the analysis is completed, a determination is made and communicated to the student. Students are provided an opportunity to appeal decisions regarding the acceptance of transfer credit. The steps of this process are included in the College's [Transfer Credit Evaluation Procedure](#). Commonly transferred-in courses are part of standardized transfer guides, including [Ohio Transfer Module \(OTM\)](#) courses, used by the Transfer Center in the evaluation process. Additionally, a crosswalk of courses and their transfer equivalents at specific institutions is publicly available on the [Ohio Department of Higher](#)

[Education \(ODHE\) website.](#)

The LCCC Catalog also includes a description of the state transfer initiatives that ensure efficient and seamless transfer of courses between Ohio's public colleges and universities. The Catalog includes a listing of LCCC courses students can take to [fulfill the OTM \(See 3.A.1\)](#), which is designed to help students complete state general education requirements. Students are also provided a description of state policies on [Transfer Assurance Guides](#), [Military Transfer Assurance Guides](#), [Career Transfer Assurance Guides](#), [Ohio Guaranteed Transfer Pathways](#), and other state initiatives that support seamless transfer between public adult career centers, colleges, and universities. LCCC's Catalog provides links to information that help students develop an academic plan that prepares them for successful transfer credit into or from LCCC.

4.A.4

LCCC maintains appropriate authority over the quality and rigor of its academic programs and courses, expectations for student learning, access to learning sources, as well as faculty qualifications, including those who teach through the dual enrollment program. Moreover, LCCC ensures that the quality and rigor of its high school dual enrollment offerings are consistent with the same courses offered on campus. As LCCC's chief academic officer, the [provost/vice president for Academic Affairs and the University Partnership \(Provost\)](#) is vested with the authority to ensure that the quality and rigor of the College's programs and courses are maintained through the [College's policies and procedures](#).

Curriculum Oversight

LCCC's faculty-led [Curriculum Council \(CC\)](#) is charged with "continuously studying and evaluating courses and curricula to determine whether college objectives are being met; examining proposals for new or revised courses or curricula; [and] planning, developing, and projecting degree and certificate programs on a long-term basis." All [new programs](#) and courses are reviewed by CC to ensure they are aligned with the college's mission, vision, and goals, and that the pre-requisite requirements, learning outcomes, assessment methods, and academic standards are appropriate. Once they are [reviewed and approved](#), they are forwarded to the provost for review and approval. CC also reviews and approves [significant changes](#) to existing programs and courses and handsoff to the provost's office for final review and approval. These changes are incorporated annually in the catalog, which is reviewed and approved each spring by LCCC's District Board of Trustees.

Faculty Qualifications

LCCC ensures that all part-time and full-time faculty members have the appropriate education and/or professional credentials that meet or exceed requirements for the courses they teach or have a plan in place to meet those credentials ([3.C.2](#) details LCCC's faculty credentialing policy).

Ensuring Quality and Standards for Dual Enrollment Courses

The College is strongly committed to quality dual-credit programs and partnerships that are consistent with college-level learning taking place at the Elyria campus, online, and through its outreach centers and other locations. As detailed in [3.A.3](#), LCCC's dual-enrollment program follows guidelines established by the state of Ohio in 2014 for the administration of high school dual-enrollment programs. This program, [College Credit Plus \(CCP\)](#), establishes clear requirements and expectations for colleges and universities that cover admissions and enrollment standards,

availability of academic resources and advising, faculty credentials, and course oversight. LCCC [faculty credential requirements](#) are the same for full-time, adjunct, and dual-enrollment adjunct faculty teaching at the high schools. LCCC's plan for ensuring all dual-enrollment adjunct faculty are in compliance with HLC's faculty qualifications expectations is outlined below:

- LCCC has established a [CCP Committee](#), that includes significant faculty representation, to ensure dual-enrollment courses taught under the CCP program conform to the college's academic standards and policies.
- All potential dual-enrollment adjunct faculty are vetted and on-boarded to LCCC in accordance with the process developed by the CCP committee.
- Guidelines and processes are delineated that include a [Faculty Credential Module](#) in LCCC's ERP system as well as transcript files saved and loaded to ImageSilo system.
- Dual-enrollment adjunct faculty are supported in a variety of ways:
 - Professional learning opportunities are communicated and provided throughout the year, including some that are related to discipline, pedagogy, and learning tools.
 - All faculty in need of additional credits to meet HLC's faculty qualifications expectations work with their academic dean to create a [development plan](#) to complete their credentials with the goal of [meeting qualifications within three years or by September 1, 2022](#) (whichever comes first). Plans include mentoring, tuition stipends, and professional learning.
- For faculty on a development plan, an annual review of substantial progress toward goal is completed by the academic dean.
- LCCC faculty mentors are in contact at least once a month with dual-enrollment adjunct faculty who have a development plan to ensure quality measures and supports are in place. Classrooms are [visited](#) at least once per semester.
- If the development plan is not achievable by September 1, 2022, the potential faculty member will not be on-boarded to LCCC or be able to teach college or dual-credit courses.
- Dual enrollment courses follow common assessments (gen ed and/or program) and assessment methods including tests, problems, assignments, projects, rubrics and syllabi. Samples of student work are dually graded for assessment consistency across sections.
- Once HLC faculty qualifications have been met, an individual may be considered to teach LCCC college courses through dual enrollment.

In addition to ensuring all faculty meet HLC and ODHE faculty credential requirements, LCCC also ensures that all courses taught at high school sites adhere to the same course content, expectations for academic rigor and learning as courses taught on LCCC's campus and learning centers. To ensure this occurs, all college courses [are observed](#) on a regular basis by discipline faculty or academic deans and recommendations for improvement are made as necessary. Classroom observations for each course taught are required every two years by the state of Ohio for each high school site instructor. In addition, LCCC provides a minimum of three hours of professional development for high school site faculty as required by Ohio law. As another layer of oversight, the CCP committee is charged with developing the guidelines to ensure compliance with national, state, and internal LCCC standards for qualifications, professional development, and evaluation. All instructors at high school sites are required to utilize LCCC's Learning Management System (Canvas) and administer LCCC learning outcome assessments, such as its General Education Assessment Record (GEAR).

Learning Resources

LCCC provides students with a range of learning resources that support their learning and academic success. As described fully in [3.D.1](#), [3.D.4](#), and [3.D.5](#), LCCC offers student tutoring support through its Academic Support Center and Math Studio. Students requiring learning accommodations are offered a range of services through the Accessibility Services office. In 2018, LCCC implemented and scaled the [Persistence Plus](#) text nudging system for all students. The platform design, based upon behavioral science, provides students with supportive text nudges that are unique to each student. They connect students to academic services and other campus supports, and also encourage student behaviors that promote success. Students on the Persistence Plus platform experienced a 10% lift in persistence from term to term. Academic advisors utilize the Civitas Inspire for Advisors system to monitor their student caseload. Inspire pulls data from LCCC's Student Information System as well as from the Canvas to alert advisors when students show signs of struggling or disengagement with their courses. Advisors can then reach out to students to proactively provide assistance. This system is effective because all faculty are required to utilize the gradebook feature in Canvas, so that students, as well as their advisors, can monitor their progress. LCCC also provides students with access to computer technology through its four campus computer labs and its innovative computer recycling program, which provides low-income students with free refurbished computers. The program reflects the College's commitment that no student go without technology.

4.A.5

LCCC maintains a range of [specialized accreditations](#) for a number of its academic programs. These accreditations, listed in the College Catalog and on the website, ensure that the programs are current, relevant, and lead to jobs with labor market value. Currently, LCCC has 17 specialized program accreditations.

Specialized program accreditation is required for students to be eligible for licensure in healthcare careers. Additionally, specialized accreditations, such as ABET and NASAD, support the College's commitment to follow academic best practices, ensure students are learning, and promote continuous quality improvement of academic programs and courses.

In accordance with its Academic Program Review Guidelines, ODHE has recommended that LCCC seek [ABET accreditation](#) for the applied baccalaureate degree in MEMS. ODHE encourages colleges to [pursue professional accreditation](#), when available, for academic programs "as an additional assurance that faculty credentials and the learning outcomes established for students are consistent with national standards".

4.A.6

LCCC has established programmatic learning outcomes for 100% of its two-year and applied bachelor's degree programs. More importantly, the College strengthened assessment of programmatic outcomes both inside and outside of the APR process.

During the program/cluster review process, the program/cluster is examined from a number of different perspectives - from both an internal and external point of view. Internal measures include [capstone course assessments](#), [internships](#), [work-based learning](#), and [transfer rates](#). External measures include [transfer completions](#), industry certifications, [pass rates](#) on state and national exams, employer feedback, graduate feedback, and labor market data.

In the most recent analysis available, LCCC leads the state of Ohio in [bachelor's degree completion for transfer students](#). LCCC understands its role in access to transfer opportunities and recently

received a Title III grant that includes the creation of the transfer coordinator role and transfer center to strengthen supports for students transferring.

Graduates from LCCC programs can receive a number of industry certifications ranging from CPR and the American Welding Society (AWS) Certified Welder to Certified Phlebotomist and Certified Culinarian (CC). In fact, 122 credentials (one BAS, 32 AA, 40 (each) one-year and short-term certificates, and nine certificates of merit) prepare students for [over 60 licensures and certifications](#).

[Pass rates](#) on state and national exams are another way LCCC measures its program outcomes. For example, graduates of LCCC's nursing programs have pass rates for RN (89%) and LPN (93.2%) that are higher than the state averages (86% and 84%, respectively).

Feedback from employers is another tool used to assess program outcomes. All programmatic learning outcomes have been translated into [employer questionnaires](#). Faculty administer the employer surveys at least once every three years to inform the APR process. During program review, these employer surveys and/or, advisory group discussions, one-on-one interviews, and focus groups are used to gather information about the effectiveness of the programs. Additionally, employer engagement through advisory boards occurs on an ongoing basis. For example, the [advisory board for our cyber information and security AAS](#) relayed to the program coordinator that graduates needed to be able to recognize whether a company is in compliance with regulatory standards. Therefore, a new course, [CYBR 245, Cybersecurity Standards, Regulations and Compliance](#) was developed and added to the curriculum and is now a program capstone course.

In addition to individual programs, LCCC takes a holistic approach to consider all programs in a broader sense to better understand the impact on its students and community.

Through the annual LCCC [Graduate Tracking Survey](#), employment and earning outcomes are collected. This confidential but not anonymous survey is then linked back to system data so that a robust dataset is available. The overall report shows that 86% of respondents (821) are employed, and that, of those employed, 70% are in a different job since graduating. More deliberate analysis shows Hispanic/Latinx respondents are the least likely to be employed full-time (49.1%) and more likely to report annual earnings of \$24,999 or below. LCCC recognizes the link between program selection and career outcomes. To 'ensure broad and equitable access to high-quality programs' LCCC's [Equity Progress Update \(EPU\)](#) examined program enrollment for five different demographic breakdowns and found disparities in program access and selection. Using the make-up of the general student body as a benchmark for expected program enrollment breakdowns the EPU shows, for example, African Americans are over-represented in real estate, practical nursing, and human services and underrepresented in dental hygiene, sonography, and computer programs. Other disparities among groups were also found and are sparking conversations around how to increase culturally responsive support for program selection and remove hidden access barriers to programs leading to high-paying careers, including transfer support. Through professional development around culturally responsive career advising and deepening the understanding of the important role that the students' relationships with others has on the determination of careers, LCCC aims to support students in career selection in more individualized, holistic ways that consider the students' identity development, cultural values, and social interactions.

As mentioned above, LCCC also measures the success of its graduates through transfer data. Contained within the What Matters Most (WWM) metrics, which are based on National Student Clearinghouse (NSC) records, are [six metrics related to transfer and bachelor's degree attainment](#). Program review incorporates information about transfer-out and bachelor's degree attainment, which

prompts reflection on the data through questions targeted at developing and monitoring the transfer-out partner relationships and students success. This ensures student access to desired university programs, informs future partnership development, and allows for the monitoring of program pathway alignment and the completion of baccalaureate degrees. Faculty coordinators in programs like accounting, for example, use this information to have discussions with the partner universities around curriculum, recruitment, and structure.

LCCC subscribes to the Economic Modeling Systems, Inc. (EMSI) alumni platform that matches graduates through online job postings and provides data on employment related to field of study, location, companies employing our graduates, and top skills, to name a few. The [most recent report](#) identified over 9,300 graduates and shows that 64% of our graduates are employed in a field related to their degree from LCCC and 77% have remained in the region. There are some limitations to the data. For example, only 7% of our [associate of arts, general](#) degree are working in that field of study, but 55% have a four-year institution listed on their resume (presumably some of these went on to major in a more focused field and are currently employed in that field). Conversely, data for allied areas, such as [nursing](#), show 91% are working in the field they studied at LCCC.

In 2015, LCCC collected data from the top transfer-out institutions to compare the outcomes of transfer students to those of native university students. Despite the limitations to this method, the data provided a deeper understanding of student performance at the transfer institution. Overall, LCCC students outperformed their peers on average GPA, persistence, and credential attainment. Due to the burden that this collection placed on our partners as well as IRPE, LCCC developed a new approach launching this year. Using the NSC, LCCC will identify bachelor's degree earners from this past year and will survey them using an instrument similar to the LCCC Graduate Tracking Survey. This survey includes questions about satisfaction, employment, earnings, and experiences. This pilot will be sent this February to all qualifying students.

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- Transfer Credit Evaluation Procedure
- Transfer Policy from Catalog
- What Matters Most Metrics - Transfer sample metrics
- What Matters Most Metrics May 2020
- What Matters Most Metrics May 2020 (page number 4)

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1-4

LCCC's systemic approach to assessment of student learning involves continually reviewing the quality of our academic programs and courses to ensure they are providing students with the knowledge and skills necessary for them to thrive in a rapidly changing world.

Common or shared learning outcomes for discipline specific and general education curricula are developed by faculty in response to employer focus groups and in-depth interviews, advisory board input, university partner requirements, and student demand. This process begins by meeting with all pertinent stakeholders to determine both required objectives, and the level of required objectives upon program completion. Careful consideration is given to each objective to plan the significant steps needed to achieve an outcome reflective of program goals and the LCCC mission. Once developed, faculty obtain [approval from Curriculum Council \(CC\)](#), the College's recommending body to the provost. Recently, engineering technology faculty developed an industrial internet of things program. Upon receiving all the necessary approvals, the program was added to the Catalog, advisors were notified and then the program was made available to students.

Development of General Education outcomes (GEOs) originated through the work of a General Education Assessment Steering Committee, which was a subcommittee of a broader AQIP Assessment Design Team. In 2012, these groups were reorganized into a formal standing committee of the College called the [Student Learning Assessment Council \(SLAC\)](#). This standing committee allows for rotation among members once every two years so more stakeholders can participate in the development and assessment of shared learning outcomes. SLAC has representation from all facets of the LCCC campus, including students.

The College has established program specific learning outcomes for all of its degree programs. Programmatic learning outcomes are developed and revised in multiple ways:

Employer Engagement: Employers are engaged in the development of programmatic learning outcomes both when new programs are established and through periodic review using surveys, in-depth interviews (IDI's), or focus group discussions to ensure alignment with industry needs and standards. Through these methods, both curricula and learning outcomes are shared with employers who recommend refinements based on changes and trends within their industry sector.

Engagement of University Partners: University partners play a key role in development of specific learning outcomes, as well. The College has an innovative [University Partnership](#) program whereby 12 universities offer about 60 bachelor and graduate programs on its campus.

Students/Graduate Evaluation: Students and graduates of LCCC are asked to evaluate how well the College prepared them in areas which align with program specific learning outcomes. Student evaluations are accomplished through exit interviews, graduate tracking surveys, and other methods.

LCCC's process for the assessment of student learning is led by SLAC. The Council establishes learning goals for the College, provides evidence of student learning and teaching effectiveness, and engages faculty and students in creative strategies to continuously improve student learning in accordance with intended outcomes. Its duties include monitoring the development of student learning outcomes for all college-level programs to ensure all programs and courses have learning outcomes. It engages faculty in defining and improving course and program-level learning outcomes and documenting them for college reference, and also oversees the implementation of assessment in conjunction with IRPE.

Program Learning Outcomes: As mentioned in 4.A.6, program outcomes are assessed during the APR cycle using both internal and external measures. Internal measures include capstone course assessments, internships, work-based learning, and transfer rates. External measures include success rates of transfer students, industry certifications, pass rates on state and national exams, employer feedback, and labor market data (See 4.A.6.). Program learning outcomes assessment informed changes in academic programs including [clinical laboratory science technology](#), [computer maintenance and networking](#), and [electronics engineering technology](#).

Course-Level Learning Outcomes: As stated in our 2013 Systems Portfolio, more than a decade ago LCCC designed an innovative system for assessment of course learning outcomes known as the Course Assessment Record (CAR). Each term, data was compiled into a Course Assessment Record Database (CARD) comprised of targeted outcomes, assessment methods used, performance targets for students, assessment results, and a description of what would be done differently to improve course outcomes. As noted in our Quality Highlights Report in 2016, SLAC thought it was important to re-evaluate the effectiveness of the CAR/CARD as part of LCCC's continuous quality improvement efforts. The key question was the extent to which information produced through the CARD is used at an aggregate level (i.e., across different sections of the same course, the program level, the department level, and institution-wide). LCCC learned from this evaluation that individual efforts to assess student learning are strong but use and application at broader levels could be improved (i.e., for purposes other than to document individual efforts where LCCC has traditionally excelled). For example, the quality of information going into the CARD was sound, but the structure made it difficult to retrieve information, such as the number of students mastering/not mastering content or meeting learning outcomes at aggregate levels. The CARD is being restructured so valuable information can be more readily extracted and used at the program and institutional levels.

Given the shift to Canvas in 2015, SLAC and the eLearning team began to design a new course learning outcome assessment system within Canvas. This process took longer than expected and involved the use of a software (Leepfrog) to allow the College to upload all of the [Course Description with Student Outcomes \(CDSO\)](#) forms into Courseleaf, which could integrate them into Canvas. Prior to this, CDSOs were in paper format, making them cumbersome and not easily accessible. The integration was completed in 2019 resulting in a streamlined process for submitting new courses or updating existing ones, as faculty and deans can now easily retrieve the information, make changes,

and submit changes or new courses online to CC for review and approval. It has also allowed the college to begin a pilot study of integrating course and GE (see below) assessment into Canvas. This will reduce the number of web-based tools and platforms faculty currently use for assessment of student learning outcomes, thereby creating a more interconnected system of assessment and improvement.

General Education Learning Outcomes: In 2012, the newly formed SLAC helped the institution develop and implement a more comprehensive and systematic approach for assessment of GEOs: The [General Education Assessment Record \(GEAR\)](#). While faculty assess all GEOs in their courses, they are required to document one outcome in a course each term. The course learning outcomes for each course are mapped to relevant infused GEOs and documented in the college's Courseleaf curriculum management system. Thus, faculty assessing the critical thinking infused GEO, for example, gain insight not only into how well students are mastering the GEO but also course-level outcomes mapped to critical thinking. IRPE assigns the course and its corresponding outcome to be assessed each term, taking care to balance the proportion of each of the five outcomes as they occur in all courses and to cover outcomes that have yet to be recorded for a course in the GEAR. By Spring 2014, all five GEOs had been and continue to be assessed. [Detailed analysis](#) is available at the academic division, course cluster, course, and course section level. Measurement results are incorporated into all program review workbooks to inform improvement. Based on the results, 36% of faculty have reported a needed change in their course. To date, 4,108 different course sections representing nearly 900 separate courses have recorded the assessments of nearly 74,000 (duplicated) students in one of the five GEOs in the [GEAR](#). Overall, GEOs are met at a high level. Across campus, students are meeting the infused outcomes at 82% or higher. Key improvements in specific courses are also notable. In Introduction to Statistics, for example, the percentage of students meeting the critical thinking infused outcome rose from 72% to 77% between 2016-2019. The improvements were even more remarkable in College Algebra, which saw the percentage of students meeting the critical thinking outcome rise from 57% to 85%. Strategies implemented during this period and documented in the GEAR include embedded supplemental instruction, reducing the number of high stakes exams while increasing the number of lower stakes quizzes, utilizing small-group mini-lessons for students who failed to meet the outcome, and creating more opportunities for students to practice problems in class.

Integration of the CAR and the GEAR (which currently resides in SharePoint) into Canvas is the cornerstone of the LCCC's work as part of HLC's [Assessment Academy](#). LCCC needs to translate its substantial record and focus on student success to include a robust approach to assessment of course, program, and GEOs. LCCC is developing an approach that aligns all outcomes and streamlines the process to be measurable for reporting purposes while providing useable information to inform continuous improvement for teaching faculty. The College also believes it should close the loop in its processes and update procedures and policies where appropriate. The goal is to connect this with the framework of student success, intertwine the approach with work on Guided Pathways, and to do both the assessment of course learning outcomes and GEOs simultaneously. LCCC anticipates being able to demonstrate at the student level (with data) that graduates from its programs have mastered course, GEOs and program outcomes.

LCCC recognized there is work to be done prior to integrating GE, course, and program assessment into one platform. The College recognizes the need for a stronger foundation for its assessment efforts and has embarked on an ambitious but achievable effort to ensure the alignment of our GE, course, and program outcomes. The first step was to take a critical look at program outcomes, many of which had not been reviewed for a number of years. Program coordinators, faculty, and deans

were asked to review existing outcomes to ensure relevancy and currency. Professional development has been key to enhancing assessment efforts. As an example, national expert Marcy Alancraig, Student Learning Outcome Coordinator from Cabrillo College, hosted a [faculty development event](#) focused on improving process, redesigning and redefining measurable outcomes, and assisting in writing sound outcomes. In addition, LCCC faculty well-versed in writing program outcomes [have been identified](#) and are available to assist colleagues. The expectation is that all program outcomes will be reviewed and submitted to CC for approval, if needed, by the end of the current academic year.

Additionally, Dr. Dan McInerney from the National Institute for Learning Outcomes Assessment (NILOA) conducted professional development for faculty and deans [illustrating mapping](#) course outcomes to program outcomes. In support of this effort, additional sessions, run by LCCC faculty experienced in this area, were conducted during Faculty Development Days in 2019. Faculty experienced in program mapping have been identified and are available to provide assistance to other faculty.

LCCC also enlisted consultant, Kathy Telban, Chief Outcome Strategist and Coach iSOLVit LLC, to offer expertise by reviewing documentation, policies, and procedures, as well as interviewing LCCC faculty and deans involved in the development and improvement of curriculum, assessment, and program review. Ms. Telban identified gaps and provided [recommendations](#) that included reviewing and updating college policies to establish a more integrated systems approach to the four key academic processes: curriculum design and approval, assessment at all three levels (course, program, and GE), program review, and professional development. This work resulted in a [Course Assessment Plan \(CAP\)](#), created by SLAC, and designed to improve assessment efficiency, communication, and processes for closing the loop.

In response to these recommendations, LCCC has taken steps to better integrate these processes. First, LCCC has created a new administrative leadership position, the [dean of accreditation and assessment of student learning](#). Reporting to the provost, this position brings accreditation, assessment of student learning, and academic program review, previously housed in IPRE, under Academic Affairs. LCCC has also started the process of revising and updating policies and [procedures](#) for SLAC and [program evaluation](#).

The College appointed a faculty member to serve as the assessment coordinator and act as a liaison to faculty. In an effort to formalize and institutionalize this work, in the fall of 2019, the assessment coordinator, along with a subcommittee of SLAC, developed a three-part [Program Assessment Plan](#), aligning GE, course, and program outcomes.

Part one of the program, the basic section, has two steps. The first step involves listing all required courses by program and academic division. This enables faculty to easily identify other divisions with which they may need to collaborate. This information is found in CourseLeaf's Course Inventory Management (CIM) on the program form. The second step aligns LCCC's GEOs: critical thinking, communication, diversity, ethics, and health (**see 3.B**) with the courses in the program in which each is infused. This provides a visual for faculty, showing the representation of each GEO throughout a program's curricula, and also enables them to identify the impact of any potential curriculum changes.

Part two, the intermediate section, first asks faculty to list the outcomes for their program. Next, each course is listed with outcomes and the assessment used to determine mastery of those outcomes, including GEOs infused in the course and the three outcomes that all programs are expected to

incorporate into their curricula. These are based on the domains of Blooms Taxonomy: cognitive, affective, psychomotor - all of this information is found in CIM on the course form. An assessment schedule is established based on the order courses appear in the Curriculum Guide for each program. While all outcomes will be assessed each term, for the purposes of reporting, it is required that detailed information regarding each of these outcome assessments occur at least once during the three-year program review cycle. Finally, faculty identify which program outcomes are associated with each course outcome. Part two enables faculty to determine whether any program learning outcomes are underrepresented in terms of course content and make adjustments to curricula, if needed.

Part three, the advanced section, builds on part two by asking faculty to identify the level of learning that each course contributes to program outcomes using a simplified version of Bloom's Taxonomy: knowledge, application, synthesis (the KAS model). Program outcomes are listed in rows while courses are in columns across the top in order of appearance on the Curriculum Guide. Faculty then determine the level of learning each course contributes to program learning outcomes. This provides a visual enabling faculty to determine: 1) All program outcomes are being addressed, 2) Courses in the curriculum are linked to all program outcomes for each level of learning (KAS), and 3) Courses are ordered in the proper sequence in terms of level of learning they provide. For example, a course at the Synthesis level should not appear in the first term of a program and, conversely, a course introducing a concept (knowledge) should not appear in a student's final semester.

It is anticipated that this formative work will provide transformational change in the perception and understanding of assessment at LCCC.

Co-Curricular Assessment

LCCC views the student experience as encompassing learning and development both inside and outside the classroom, and facilitates processes to continually assess and evolve its co-curricular areas and support services. LCCC has identified co-curricular assessment as an area for development, and is embarking on a review of both student engagement as it aligns with Vision 2025, and software options to track student engagement and learning in co-curricular activities.

An example of co-curricular learning assessment is [Career Services'](#) approach to collecting data on student learning within its workshop series. In 2019, Career Services revised its workshop evaluation survey to include additional measures focused on student learning, rather than simply satisfaction. The revised survey focused on learning outcomes related to describing services available to assist with career goals/job search, applicability of information from the workshop, and confidence levels related to the job search process. The evaluation process was further refined to focus on student learning in content areas such as job search/networking, resume/cover letter development, and interviewing. A similar approach is underway in Student Life, in collaboration with IRPE, where event/activity learning outcomes and aligned assessment methods are under development.

Future phases of co-curricular assessment will also include the launch of a Student Development Plan, developed in collaboration with advisors and Career Services, designed to set forth and assess learning outcomes throughout the student advising experience. LCCC is actively identifying areas for bringing co-curricular assessment to scale.

Athletics closely monitors the academic performance of its student athletes as a part of compliance with NJCAA standards as well as through an equity lens. Each year between 70-90 students (depending on the ability to field teams) can participate in [seven varsity-sanctioned sports](#). During each season, student athletes participate in a monitored [study table](#) held in the library and tutoring

center. This is driven by the portion of the mission; provide opportunities for individuals to success through quality education. For example, men's basketball requires all participants to sign a [handbook](#) that outlines expectations, requirements, and guidelines. In addition, aligned with the campus culture of care, the men's basketball team provides community services and schedules an off-season game with incarcerated individuals.

Through impact assessment, LCCC identifies high-impact, co-curricular and support practices that strengthen students' ability to persist and graduate. An assessment of the effectiveness of the college's [emergency aid program](#) examined four years of data determined granting emergency aid to assist students with personal challenges resulted in a 3% lift in persistence. This assessment of impact has led to a scale of practice and the development of the College's Advocacy and Resource Center (ARC) in fall 2019.

LCCC's advising services were identified as an area for redesign as a result of student assessments, most notably through the 2014 Community College Survey of Student Engagement (CCSSE), which showed low engagement in "Support for Learners" (9d) category, pertaining to institutional assistance coping with non-academic responsibilities. LCCC responded to this assessment by launching an academic advising redesign using a caseload, relationship-based model. In 2017, LCCC's CCSSE assessment showed progress in "Support for Learners" (from 48 to 51 in terms of benchmark score). LCCC anticipates additional improvement in its 2021 results, as additional efforts to respond to co-curricular needs have launched since 2017: Formalized ARC (fall 2019) to provide access to basic needs, expansion of its Children's Learning Center to offer a flexible evening option (spring 2020), and the addition of supportive, behavior-based text nudging supports (brought to scale in fall 2018).

LCCC is leveraging survey data to understand the needs of students and redesign or develop support services to meet the identified needs (4.C.1-2). Additionally, the current student intake survey is being reenvisioned to include the Hope Scale and will roll out during fall 2020.

One unique element of LCCC's focus on responding to student needs is the [student support services](#) team, which is comprised of auxiliary and support services such as Bookstore, Security, Conference and Dining, Human Resources, Physical Plant, Purchasing, and other areas. This team facilitates highly responsive, tangible co-curricular initiatives to support student success and between 2014-2017, recorded and enhanced over 50 projects and processes to contribute to co-curricular student success. Efforts included cross-training on basic student enrollment questions, facilities improvements, food coupon programs for student groups, and keeping food service access open on peak enrollment Saturdays. Between 2018-2019, this team identified and completed 18 new enhancements to support the student co-curricular experience.

Assessment processes including academic program review, program outcome assessment, GEO assessment, and co-curricular assessment inform [changes in operations, planning, and/or budgeting](#), and improve student learning and the student experience at LCCC (See 5.C.2).

Sources

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- Assessment Budget Operations Planning Chart - Selected Examples

- Career Services Assessment Summary
- Clinical Lab Science Technology Assessment Plan
- CMNW Assessment Plan
- Curriculum Council Minutes - Course and Program Approval 1.29.19
- Curriculum Council Minutes - Course and Program Approval 1.29.19 (page number 3)
- Curriculum Mapping Dan McInerney Presentation
- ELCT Assessment Plan Results
- Emergency Aid April 2018
- Example of Course Descriptions with Student Outcomes (CDSO) and Course Form from CIM - ACTG 151
- Faculty Assessment Mentor List
- GEAR General Education Outcomes Comparison 2015-2019
- GEAR Question Template Fall 2015
- GEAR Scorecard Fall 2013 - Fall 2019 - All Divisions
- High School Dual Enrollment Dashboard 11.26.19
- Job Description - Dean Assessment and Accreditation
- LCCC Mens basketball Handhook 2019-20
- Policy and Procedure IV-125 Program Evaluation and Proposed Changes by SLAC
- Procedure II-355 Student Learning Assessment Council
- Procedure Student Learning Assessment Council and Proposed Changes by SLAC
- Program Assessment Plan - Accounting
- Program Assessment Plan - Booklet 11.25
- Program Assessment Plan - Template
- Program Level Outcomes Training Alancraig
- SLAC CAP Report 2020
- Study Table Expectations Spring 2020
- Support Services Annual Report 2019
- Telban Report
- Title IX Athletics Report 2018-19
- University Partnership Program listing

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1-2

The goal of LCCC's new strategic plan, [Vision 2025](#) is that by 2025, 10,000 individuals will earn an LCCC degree or credential. By raising the educational attainment level of the community, LCCC, an open access institution, seeks to improve the economic mobility and financial security of individuals and to strengthen the economic well-being of the community. Two areas of focus supporting these goals include expanding participation of working adults and high school students in higher education and increasing credential completion and academic success of our students. LCCC recognizes a critical component of achieving this goal is term-to-term persistence leading to degree completion. In fact, in 2020 the Ohio Department of Higher Education (ODHE) released a [three-year success rate report](#) that revealed LCCC among the top community colleges in the state for student success performance, a measure that includes persistence, completion and transfer. LCCC's persistence rate has increased slightly over the past three years, rising [2.9 percentage points](#) since 2016 while its three-year IPEDS graduation rate has increased [225% since 2011](#).

Persistence and retention goals are established and tracked by LCCC's [Enrollment Planning Council \(EPC\)](#), which has adopted a proactive evidence-based approach using the Civitas Illume, a predictive analytics module. This system identifies powerful predictors of student persistence, which LCCC has also validated against its own institutional research. EPC incorporates this [persistence data](#) into its comprehensive enrollment management strategy. This approach enables the council to identify common positive student behaviors that promote persistence, common barriers to persistence, and also drives the academic advisors' approach to caseload monitoring and support. LCCC takes predictive data one step further, empowering its academic advisors with real-time analytics that foster intentional caseload management through the [Civitas Inspire](#) advising dashboard. Through this tool, advisors use predictive data to address drops in persistence indicators as student behaviors change (examples include late registration, time between logins into Canvas, etc.). Inspire also provides

information about positive persistence indicators, which helps advisors tailor intervention messages to highlight student successes and identify further support needs. Tools like Civitas, Degree Map, and On Plan ensure that students have a clear path to degree attainment and guardrails to keep them on the path. [On Plan](#) notifies financial aid students when they select courses not on their degree map. Students are able to enroll with permission for courses outside of the degree map under circumstances like the need to fill a transfer institution requirement. This multi-level model, including overall strategic planning through EPC (See last paragraph **4.C.1 & 2**), coupled with advising technology that supports actions and interventions to drive persistence, has strengthened LCCC's capacity for monitoring and increasing student persistence towards degree completion.

LCCC's completion goals are established not only through its strategic vision but also through its state-mandated [Campus Completion Plan](#), which must be updated and approved every two years by the college's District Board of Trustees. This plan is developed under the leadership of the [Student Completion Council \(SCC\)](#), which is charged with overseeing and monitoring the implementation of all priorities, strategies, and interventions related to student success and completion. This includes ensuring that all aspects of LCCC's completion work are reflected in the Campus Completion Plan. The strategies and initiatives included in the plan are closely aligned to the College's strategic vision, and progress is tracked through the College's What Matters Most (WMM) metrics (**4.C.3.**, **5.D.1.** and **5.D.2** detail WMM metrics).

Student success metrics are also tracked through the College's [Equity Progress Update \(EPU\)](#), which synthesizes a range of institutional quantitative and qualitative data to inform our equity-focused initiatives. The EPU is updated annually, and distributed and discussed broadly at campus forums, department meetings, and committees to engage faculty, staff, and administrators on equity and relevant work to support closing access and achievement gaps among groups historically underrepresented in higher education.

To augment its institutional research and deepen its understanding of quantitative persistence and completion data, LCCC has enhanced its survey data collection and established a three-year cycle for [survey administration](#). Specific surveys have been selected to help understand the LCCC student experience and inform the development of efforts to increase student completion and close achievement gaps between specific cohorts of students (See **5.D.1.**).

Additional data reports that provide quantitative information on key student success metrics include but are not limited to our [High School Dual Enrollment \(HSDE\) Dashboard](#), which includes disaggregated completion, enrollment, credit accumulation, and cost-savings data for all dual-enrollment college courses taught at high school locations; the OACC Trend Analysis of SSI Funding Distribution that shows how LCCC has progressed under Ohio's performance funding distribution model for state share of instruction; and the Community College Research Center Early Momentum Key Performance Indicators, which track student credit accumulation metrics and completion of college-level math and English gateway courses. These data reports inform LCCC's evaluation of its current student success initiatives and its decisions to implement new ones. Finally, program-level completion data is embedded within each academic program's Academic Program Review workbook (See **4.A.1**) and program faculty are prompted to reflect upon how the information can be used to inform continuous improvement of the program's pathway and courses.

Since the adoption of Vision 2025, a comprehensive [enrollment management plan](#) is being developed through the EPC that will directly align and link recruitment and retention.

4.C.3.

Supported by its participation in equity-minded networks of colleges and universities such as Achieving the Dream (ATD), the Gates Foundation funded Completion by Design initiative, and Frontier Set, LCCC has developed a culture of data-informed continuous improvement. Since 2011, LCCC has relied on disaggregated data to inform the implementation of a series of transformational changes that have produced significant improvements in student success and completion. Recognized in 2020 by the Aspen Institute as a Top 150 community college, LCCC has gained national recognition for its student success efforts, earning the Association of American Community College's 2018 Award for Excellence in Student Success, becoming an ATD Leader College with distinction in 2019, and earning the prestigious ATD Leah Meyer Austin Award for student success in 2020. These honors are based upon LCCC's use of data to develop strategies that improve student outcomes.

As documented in its three, two-year Student Completion Plans, LCCC has undertaken a series of initiatives that have increased its IPEDS three-year graduation rates by 225% since 2011, reduced time and credits to degree, and closed achievement gaps. Under the umbrella of its approach to guided pathways, these initiatives included, but were not limited to, a complete redesign of its academic advising model, a redesign of developmental education in math and English, the development of holistic student support services, like the student Advocacy and Resource Center (ARC) (See 1.A.2), a review and revision of catalog policies that promote student success, and its replication of the CUNY Accelerated Study in Associate Programs (ASAP), LCCC's version is Student's Accelerated In Learning (SAIL), which for the first cohort raised three-year graduation rates for [participating students to 43%](#). LCCC tracks the impact of these strategies through its WMM Dashboard, its EPU, its HSDE Dashboard, and other data reports.

A 2011 review of LCCC's data showed that too few students were completing college-level math and English in the first year. Many students requiring remediation were not completing their developmental coursework early, which delayed completion of the college-level requirements and graduation. Reinforcing national data indicating the importance of completing college-level math and English in the first year, an internal research study conducted by IRPE identified the ['big three' indicators](#) most predictive of success: College-level credit completion in the first year; Completion of college-level math in the first year; and Completion of college-level English in the first year.

In 2014, LCCC scaled a redesign of developmental math and English, which included adoption of the [co-requisite model in English](#) and course redesign for students requiring remediation in math. Since 2011, the percentage of first time in college students [completing math and English](#) in the first year has increased from 12% to 29.4%, and the most significant improvement has occurred since 2015.

Last year, LCCC adopted multiple measures of assessment to reduce the number of students placing into developmental math and for fall 2019, scaled implementation of co-requisite remediation in two highly enrolled college-level math courses, Quantitative Reasoning and Statistics. LCCC has also sought to increase the percentage of students [completing college-level math](#) in the first year by ensuring all academic programs have embedded an appropriate college math into their degree requirements. Too many students in the past were taking College Algebra even though that course was really only appropriate for students pursuing a STEM degree that requires Calculus. These changes have increased the percentage of students completing math and English in the first year as well as the percentage of students completing 15 or more credits in the first year.

4.C.4

LCCC's policies and methodologies regarding the collection and analysis of data related to retention, persistence, and completion reflect best practices that are aligned with national best practices thus enabling a comparison of progress with other community colleges in Ohio and across the nation.

IRPE staff are active members in professional organizations relative to their respective roles including: Association of Institutional Researchers (AIR), Society of College and University Planning (SCUP), and Ohio Association of Community College Chief Institutional Research Officers (OACC CIRO). Currently, the director of institutional research is the president of the [Ohio Association of Institutional Research and Planning \(OAIRP\)](#). These memberships are one way LCCC gains access to training, experts, and best practice information. The adoption of the disaggregated WMM metrics (**See 4.C.1-2 and 5.D.1.**), cohort data for first-time-in-college, part-time, and full-time students is a recognition of LCCC's primarily part-time and diverse student population (**See 1.A.2.**). LCCC's mission emphasizes timely credential completion; tracking lead indicators of success allows the institution to continually address areas for redesign and support the adoption and evaluation of strategies that promote student success and the closing of equity gaps.

The College also utilizes reports from external sources like [CCRC](#), [OACC](#), Center for Community College Student Engagement, and others.

In support of promoting student success both in Ohio and nationally, LCCC frequently shares learnings from its student success strategies. This year, LCCC was selected to host a session on the [comprehensive transformation that lead to increased student success](#), in addition to several other sessions including [LCCC's approach to data governance](#) at Achieving the Dream's DREAM 2020 conference. Other venues include the League of Innovation, [OACC](#), and Frontier Set.

Sources

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- Financial Services Data and Information
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- Institutional Survey Cycle
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- MRDC SAIL Study
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- OACC Trend Analysis of SSI Funding
- OAIRP Agenda Fall 2019
- ODHE 3-Yr Success Measures 2015 cohort
- Persistence Increase Fall Enrollment Report 2019
- Procedure II-255 - Enrollment Planning Council
- Procedure II-260 Student Completion Council
- Procedure II-355 Student Learning Assessment Council

- Vision 2025
- What Matters Most Alignment to National Research
- What Matters Most Dashboard
- What Matters Most Metrics College Level English in First Year
- What Matters Most Metrics College Level Math in First Year
- What Matters Most Metrics Completion of Gateway Math and English in First Year

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

LCCC demonstrates responsibility for the quality of its educational programs, learning environments, and student support services with regular assessment and review of programs that follow established policies and procedures set by faculty and staff committees. Academic program review, general education assessment, and course and program assessments regularly evaluate effectiveness for student learning for all certificate and degree programs. Reviews and assessments follow an established schedule and utilize standardized templates. Review and revision of the College's general education outcomes is a priority within the Vision 20205 strategic plan, and faculty committee work is in progress on this initiative. As a member of the HLC Assessment Academy, LCCC is reviewing and updating assessment policies and procedures, and is working to strengthen the culture of assessment across campus. These assessment efforts demonstrate a commitment to educational achievement and improvement. Ongoing attention to retention, persistence, and completion metrics, particularly related to the impact of the "Big Three" or the What Matters Most Metrics, drives student success continuous improvement efforts, resulting in gap closing for African American, Hispanic/Latinx, Pell-eligible, and non-traditional students. The College's Equity Progress Update (EPU) utilizes institutional data to inform equity-based efforts on campus. The institution's commitment to assessment of student learning and student success led to recognition by the Association of Community Colleges recognized LCCC in 2018 as first in the nation for student success.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.B.1

The responsibility and process of the LCCC District Board of Trustees for providing oversight of the institution's financial and academic policies and procedures are described in **2.C**.

5.B.2

Shared governance is central to the College's decision-making processes and is fulfilled by engaging administration, faculty, staff and student representative councils in the policies, procedures and directional decisions of the institution.

Engagement of the governing board is addressed in **2.C**.

The following set of [standing committees](#) established by [College procedure](#) represent the core governance structure that ensures the voice of key stakeholders in the decision-making and direction of the institution: [Faculty Senate](#), [Staff Council](#), and [Student Senate](#). LCCC's [Operations Council](#) meets biweekly to bring together administration (president and four vice presidents) with the presidents of Faculty Senate, Staff Council, and Student Senate to advise and assist in arriving at administrative decisions related to the daily and strategic operations of the College. Minutes from Operations Council are published and distributed to the campus community via the internal "FYI" newsletter.

5.B.3

Administration, faculty, staff, and students actively collaborate in reviewing and setting academic requirements, operating policies, and in evaluation of operating processes.

Campus engagement occurs routinely through a variety of forums that include Convocation, Administrative Leadership Team, academic division meetings, and standing and ad hoc committees. Aside from the examples in **5.B.2**, administrators, faculty, staff, and students are all represented on key academic committees including [Curriculum Council](#); [Student Learning Assessment Council](#); [Student Completion Council](#), which oversees LCCC's student success initiatives; and the [Equity for Students Team](#), which oversees the College's equity initiatives.

In addition to the related standing committees, the ad hoc committee structure also provides opportunities to participate in the review, revision, and development of academic policies and procedures. Recent ad hoc committees include those reviewing policies related to textbook selection, academic freedom, faculty evaluations, student appeals, and lab compensation.

Faculty engagement in academic affairs also occurs through college [Faculty Brown Bag sessions](#), which are held three times each semester. These sessions, facilitated by the president and the provost, provide an opportunity for the administration to share updates and solicit faculty input on college initiatives and goals. In addition, [Faculty Open Forums](#) provide faculty the opportunity to raise issues related to campus policies and processes. Conversations that occur during Faculty Open Forums have lead to the formation of ad hoc committees focused on revising a policy or addressing a faculty concern.

Through a collaboration with the Student Senate and the Office of Student Life, the president hosts a [President's Forum](#). A conversation at a President's Forum in 2016 led to the creation of the College's food pantry, Commodore Cupboard. The provost holds [Pizza with the Provost](#) sessions to provide students with a chance to ask questions and discuss topics related to academic and student services. These sessions help educate students about College processes and offer students the opportunity to suggest improvements. One such improvement was the development of an app that connects students to mental health services. **5.C.2** further addresses student voice.

Sources

- Equity for Students Team Charge.pdf
- Faculty Open Forum - Notes 12.18.17
- Pizza with Provost Questions and Comments 2019-2020
- Policy and Procedures II-205 and 206 Campus Committees
- Policy II-206 Institutional Standing Committees
- Presidents Forum Flyer and Presentation
- Procedure II-210 Operations Council
- Procedure II-225 and 230 Faculty Senate and Executive Committee
- Procedure II-260 Student Completion Council
- Procedure II-270 Staff Council
- Procedure II-355 Student Learning Assessment Council
- Procedure III-120 Administrative Organization
- Procedure IV-105 College Curriculum Council
- Procedure V-310 Student Senate
- Spring 2020 Faculty Brown Bag Presentation and Session Notes

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.A.1

Financial Resources

LCCC has the necessary financial resources to support all operations, including:

- An outlook of stable with an [A1 underlying and Aa2](#) bond rating from Moody's, last updated December 2019.
- [Composite Financial Index \(CFI\) ratio](#), excluding GASB 68/75, of 3.15. A score greater than or equal to 1.5 indicates an institution is considered financially responsible.
- CFI Primary Reserve ratio, excluding GASB 68/75, of 1.63. A ratio of .4 is considered the threshold for financial health; LCCC's is four times the threshold.
- A strong Ohio Department of Higher Education (ODHE) [Senate Bill G composition score](#) relative to other Ohio community colleges. LCCC's ODHE SB6 score is currently 5, on a 1-5 scale. Additionally, LCCC's SB6 Composite Score is 4 on a 1-5 scale. The SB6 Composite Score measures fiscal health across primary reserves, viability and net income.
- The College has strong revenue stability and diversification and [receives revenue](#) from a variety of sources including local property taxes (23.1%), state appropriations and capital (31.8%), tuition and fees (12.1%), and [grants](#) and contracts (21.7%). Local property tax revenue is derived from two 10-year levies. In April, 2020, voters passed (at 60%) LCCC's general operating levy of a 1.8 mil renewal and 0.5 mil addition. This is the highest passing rate for an LCCC levy in over 25 years.
- Finances are independently audited each year and the College has received [unqualified audit opinions](#) for the past several consecutive years.
- As detailed in **5.C.1** and **1.D.2**, the LCCC Foundation is a robust, independent 501c3 non-profit organization whose sole purpose is to support the College's mission, primarily by raising philanthropic support. The LCCC Foundation is comprised of more than [55 board members](#), including representation from the District Board of Trustees, who provide talents, time and expertise to raise support for student scholarships and college programs in accordance with Foundation bylaws. As of June 30, 2019, the [Foundation's asset base](#) was \$51.1 million with an endowment of \$40.5 million. Assets are managed by an outside investment advising firm in accordance with the [Foundation's Investment and Allocation Policy](#), which is shared with

every donor.

Human Resources

As reported in the HLC Institutional Update, LCCC has [1,306 employees](#) to support academic and non-academic operations, 121/484 full/part-time instructional and 315/386 full/part-time non-instructional staff. The college is [appropriately organized](#) to conduct its work effectively. Currently, the the student to faculty ratio is 15:1.

Physical Resources

LCCC's physical infrastructure is sufficient and robust to support LCCC's current and emerging educational programs.

- LCCC's main campus in Elyria, Ohio, consists of 20 buildings, and is the first permanent community college campus in Ohio.
- LCCC currently has 16 active additional locations, four of which are outreach centers. Two being single buildings and two within a larger building.
- The College has 1,170,846 square feet of operating space: over 119,000 square feet of classroom space, over 165,000 square feet of lab space, over 128,000 square feet of office space, more than 24,000 square feet of dedicated study space, and a wide range of special and general use space.

The campus [Master Plan](#) outlines plans for maintaining and renovating all campus spaces, with the goal of providing optimal facilities to stakeholders and to support the strategic plans. A facility assessment and utilization study is planned that will be the basis of a refreshed campus Master Plan in the years ahead. LCCC carefully stewards its physical resources and recently implemented a campus-wide [energy conservation](#) and comprehensive preventative maintenance program initiative. Savings are contractually guaranteed and will be used to fund the preventative maintenance program.

The new program ensures all campus mechanical equipment is maintained according to the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) and American National Standards Institute (ANSI) standards. This process ensures the College receives the maximum return on the initial investment. The College also develops and evaluates a [deferred maintenance priority list](#) to ensure facilities are preserved for maximum usable life.

The College is moving to a new computerized maintenance management system (CMMS), targeted to launch in fiscal year 2021, that will allow for better utilization and allocation of maintenance resources. Under the new comprehensive preventive maintenance program, a comprehensive inventory of all campus mechanical equipment is being developed to assist with the audit of mechanical assets before being loaded into the new CMMS.

Creating a safe campus environment for students and staff is one of LCCC's top priorities. LCCC's Campus Security department leads these efforts, which include the following:

- As part of its ongoing efforts to enhance safety and security on all college campuses, LCCC sends emergency notifications to students using Rave Mobile Safety.
- Campus Security and LCCC ensure compliance with the Clery Statistics Act. The LCCC security support system is driven by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and industry best practices.
- LCCC provides information to students and staff about crimes that occur on and around its

locations along with highlights on security policies and procedures on the [Campus Security webpage](#).

In fiscal year 2017, LCCC partnered with [Security Risk Management Consultants, LLC](#) to assess campus infrastructure in order to enhance safety. Several priorities were identified. LCCC's campus [security enhancement project](#), which commenced in fiscal year 2019, upgraded a number of physical safeguards.

Technology Resources

LCCC has a strong [IT infrastructure](#) to support student learning and college operations, which is managed by the College's Information Systems & Services (IS&S) department.

Since 2016, LCCC has made [significant advances in upgrading](#) its IT infrastructure to support campus operations, student success and community service. An in-depth [technology assessment](#) conducted in 2016 is the basis for the new [Technology Master Plan](#) and is reviewed annually. Based on the plan, LCCC is currently involved in advancing its Enterprise Resource Planning (ERP) back-office systems from PeopleSoft to Oracle Cloud. This transition advances a much-needed upgrade and ensures LCCC's independence for its IT infrastructure by breaking away from a shared system with a regional four-year higher education institution. The implementation began in 2017 and is slated to be fully implemented in 2021. Core areas where this will transform productivity across campus include: (1) student recruitment and marketing; (2) human resources management and time approval; and (3) finance, budget planning, and payroll. Cloud computing has lower costs, better performance, and stronger reliability than traditional on-site data centers.

The [process of moving to the Cloud](#) represents a significant change-management initiative that requires engagement across the entire campus. To foster this level of change across the institution, the College's shared governance structure was leveraged to ensure appropriate allocation of resources, clear communication, capturing various perspectives from stakeholders and building consensus for large-scale readiness and adoption. All the modules will be live with in 2021. LCCC expects significant efficiencies and enhanced productivity as a result. [Additional projects](#) are scheduled for completion by the end of 2020.

LCCC recognizes advances in IT represent a significant area of ongoing rapid growth and investment for the institution, especially given recent impacts of COVID-19. For example, during the recent response to COVID-19 and the need to move courses, student support services, and operations to a remote delivery environment, the College's IS&S team facilitated technology support to enable employees to perform their work from home. This included the distribution of 60 laptop computers, the configuration of 332 VPN connections, and the integration of WebEx Teams into the College's Learning Management System to provide faculty with additional tools to engage students in remote learning. WebEx licenses have been extended to all employees. The need to remain flexible and nimble and to rely on technology will continue - even during recovery - making a strong IT infrastructure even more important. LCCC's planning and budgeting processes ensure allocation of resources to maintain relevant and up-to-date systems.

- Funds are allocated each year to maintain and upgrade campus IT hardware and software. The [Equipment Committee](#) assesses requests made by departments for technology purchases. Funding is allocated based on the support for teaching and learning and age or prior existence of equipment.
- The computer churn process uses prioritization based on the connection to student learning and

the age of the equipment to identify where new equipment is needed and old equipment is phased out.

- LCCC's recent and planned future requests from [state capital appropriations](#) include ongoing investments for IT infrastructure.
- To protect the College's IT operational capacity, the College collaborated and adopted an [IT business continuity plan](#) with the other two community colleges in Northeast Ohio. This plan provides the use of a computer lab at one of the other colleges to reestablish any essential IT services if a local disaster were to compromise any of the participating colleges' data centers.

5.A.2

LCCC's commitment to quality education is represented in its allocation of expenditures: 72% of funds are used to provide instruction, academic support, student services, and scholarships. The remaining 28% is allocated to support operations, institutional support, and public services. As a public higher education institution, there is no superordinate entity to which any revenues are disbursed. Since fiscal year 2008, LCCC has maintained a balance of spending between academic and non-academic expense, [averaging 49%](#) of overall spending.

The following are examples of how LCCC's resource allocation processes ensure educational purposes are met and/or not adversely affected:

- LCCC reallocated prime space in the College's Bass Library/Community Resource Center that previously housed a partnership with the Elyria Public Library, which now serves as the home of the College's [Student Advocacy and Resource Center](#), a key priority of the College's new strategic plan.
- Following a successful pilot program, LCCC, in partnership with Social Finance, conducted a [feasibility study to scale](#) its Students Accelerating in Learning (SAIL) program, which for the first cohort achieved a 43% 3-year graduation rate. As a result of the pilot and follow-on feasibility study, LCCC became the only community college of the three community colleges in the Ohio pilot program to continue and scale the program by reallocating and assembling new resources to invest in the College's core educational mission.
- Driven by a key priority of the College's strategic plan, LCCC invested in developing [Open Educational Resources \(OERs\)](#) to help reduce the cost of textbooks for students. The College's Foundation provided grant funds for faculty to develop OERs and other approaches to reduce student costs on educational materials resulting in an 11% reduction in a three-year period. The College pursued this initiative recognizing it would adversely affect the revenue of LCCC's self-operated bookstore.

5.A.3

The College implements processes to ensure that the goals within its strategic plan are realistic and aligned with resources and capacity. This is evidenced most recently by the process used to develop and affirm Vision 2025, which includes key steps to ensure the goals and objectives of the strategic plan are realistic given the institutions resources and mission, such as:

- The work of the [Vision Network](#) included identifying where it is most important and realistic for the College to lead and where it is most important for the College to serve in a partner or collaborator role. This part of the strategic planning process is essential as the College focuses resources and prioritizes opportunities.
- [Internal Strengths Assessment](#). The internal Listening and Learning sessions, which engaged

over 500 faculty, staff, and students representing a variety of functions, included a process of assessing “What do we need to do to keep LCCC strong, in order to carry out its mission and move the strategic plan forward?” Thirty day and evening sessions were hosted at the Elyria campus as well as the outreach centers. Responses were collected and analyzed and seven overall themes surfaced: academics, technology, communications, student support services, LCCC relationships, culture, and evolution of the workplace. During internal recap sessions the themes and related items were shared. This process of closing-the-loop was followed by the shared development of the list of items to prioritize. Stakeholders collectively prioritized these items using voting technology at open sessions. This engagement informed the internal [Operational Plan](#).

LCCC has an ongoing process in place to ensure operations, services, programs, and course offerings are sized appropriately with demand by analyzing enrollment trends using predictive analytics. The [Enrollment Planning Council](#) and its tactical subteam have adopted a two-pronged [approach to enrollment management](#). Each part of the approach is data-informed and supports the strategic plan. Recruitment of current High School Dual Enrollment (HSDE), traditional and non-traditional (adult) learners aligns with the focus area (1) Student Focused. The College also intentionally tracks and triages already-enrolled students to encourage persistence using predictive analytics and individual student responses help identify student needs. This supports focus area (2) Success Focused. This approach ensures the College expands and contracts strategically and in accordance to the College’s mission.

Vision 2025 provides the framework for the College’s resource development initiatives including philanthropic fundraising as well as grant writing. The LCCC Foundation recently conducted a [feasibility study](#) for a major gifts campaign following the development of Vision 2025, using the goals and priorities of Vision 2025 as key components of a potential case statement. [Grants submitted](#) are required to align with one or more of the College’s strategic priorities of Vision 2025.

5.A.4.

LCCC staff are appropriately qualified and trained to fulfill their job responsibilities and LCCC invests in advancing the skills and knowledge of its employees.

LCCC strives to attract top talent by:

- [Creating clear job descriptions](#) that outline essential duties, qualifications, and typical activities ensuring the position is sized appropriately with a competitive [salary](#) to attract qualified candidates.
- Conducting [robust recruitment](#) to attract highly-qualified and diverse candidates. Exempt positions are recruited nationally while support staff (non-exempt) positions are promoted regionally. Publications used include: “Chronicle of Higher Education,” “Diverse Issues in Higher Education,” “Hispanic Outlook,” local newspapers, social media platforms, and the LCCC Career Opportunities website.
- Using a thorough [screening and interview process](#) of candidates conducted by peers to review, interview, and recommend candidates for hire. The process includes the use of [Development Dimensions International’s Targeted Selection](#) interview technique, a behavioral based interviewing practice that delivers a consistent interview experience and ensures all candidates are given equal consideration based on established selection criteria. Open sessions are conducted to provide an opportunity to engage the campus community and collect feedback (exempt positions).

- Requiring [background checks](#) to verify credentials and other position-specific information.

LCCC ensures the success of new hires by conducting a thorough [onboarding process](#) initiated by HR, which includes benefits enrollment and [orientation](#). All non-faculty new hires are also subject to a [90-day probationary-period](#).

LCCC [invests](#) in the success of its staff through [professional development](#) and strengths-based, continuous improvement [performance evaluations](#). A new online process for employee evaluation is currently being developed by HR using the recently-acquired Oracle Cloud system.

The faculty qualification and evaluation processes are addressed in **3.C.2** and **3.C.3**.

5.A.5

The College's uses a well-developed budget process with embedded periodic review and analysis at the department and institution level. The operating compensation budget, which generally comprises 77% of the operating budget, is developed using a shared governance framework involving representation from all employee groups through the [Joint Salary and Benefits Committee](#). The [staffing table](#), which is set during the annual budget approval process, serves as the framework for personnel for the fiscal year. The capital budget is developed over a six-year cycle and is reviewed each year as part of the Board of Trustees budget approval. Operating budget appropriations are regularly reviewed and reappropriations are approved by the Board throughout the year, if necessary. In addition to regular business meetings, the Board meets twice per year in a workshop setting to more-deeply analyze LCCC's budget and financial picture.

Divisions/departments have access to budget data and financial reports through the [PeopleSoft Finance Report Manager](#). Various financial reports are available such as actual versus budgeted expense and part-time and overtime analysis reports.

The college submits a quarterly SB6 report to the Ohio Department of Higher Education, which lists the statement of revenues, expenditures, and other charges; SB6 forecasted ratios; and disclosures of reportable events or financial actions that could affect overall fiscal health.

In 2019, the College's vice president for administrative services/treasurer held a series of [Certified Financial Overview \(CFO\)](#) sessions (21 sessions) to give employees a comprehensive overview of the state of LCCC's finances and the overall budget process.

Sources

- 2020 LCCC Foundation Board List
- ARC Brochure
- Budget - FY20 Appropriation Book pg 15
- Budget - FY20 Appropriation Book pg 15 (page number 15)
- Budget Data - Professional Development
- Campus Grants 2018 - 2019
- Campus Safety Risk Assessment Report
- Campus Security Enhancements
- Campus Security Web Page
- Capital Plan 2021-2026

- Career Opportunities Webpage
- Certified Financial Overview
- CFI Index HLC Financial Ratios Submission - FY19
- CFO Series Presentation
- Cloud computing - DBOT workshop 12.18
- DBOT budget workshop agenda
- Deferred Maintenance Priority List
- District Board of Trustees Approved Amended Budget September 26 2019
- District Board of Trustees Approved Performance and Energy Contract CC-671
- Employee Performance Appraisal Form
- Enrollment Planning and Strategies
- Equipment Committee Description
- Financial Audit Results Lorain County Community College 2019
- Financial Reports are Available in your PeopleSoft Finance Report Manager
- FT Staffing Table 2021
- Grants Submitted FY20
- HLC Institutional Update 2020 pg 16
- HLC Institutional Update 2020 pg 16 (page number 16)
- Internal Strength Assessment Results 2019
- ISS Campus Technology Enhancements
- IT Assessment Report 2016
- IT Disaster Recovery-Business Continuity - Regional Collaboration
- IT Infrastructure -ISS Technology Resources Managed
- Job Description - Dean of Academic Divisions
- LCCC Foundation Feasibility Study Report
- LCCC Foundation Financial Report 6.30.19
- LCCC Foundation Investment and Allocation Policy
- LCCC New Employee On-boarding Presentation October 2019
- LCCC Organizational Chart Apr 2020
- Master Plan
- Moodys Bond Rating
- Open Education Resources - NSC OACC Innovation Grant Proposal and OER Letter to Chancellor
- Operational Plan 2019
- Orientation 2020 Full Time Employee Benefits
- Procedure II-255 - Enrollment Planning Council
- Procedure II-276 Joint Salary and Benefits Committee
- Procedure II-310 Implementation of Affirmative Action Policy - Recruitment Process
- Procedure III-210 Employment of Contract Personnel - Interview and Screening Process
- Procedure III-220 Background Check
- Procedure III-295 90 Day Probationary Period
- Procedures III-360 370 370A and 391 Salary Schedules
- Professional Staff Development Newsletter - Issue 01 - Dec 2019
- Revenue Sources FY20 Appropriation Book
- SAIL Feasibility Study 2.15
- SB 6 Quarterly Report to ODHE 12.19
- Senate Bill G Composition Score - Quarterly Report 123119
- Targeted Selection Interview Techniques
- Technology Masterplan - ISS 2020 Technology Projects

- Vision Network PPT (Session 1-4)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

LCCC is guided holistically by the strategic plan, [Vision 2025 \(See 1.A.1\)](#) which sets the direction of current and future planning to ensure the College is future-ready. Dr. Ballinger, early in her presidency, launched an effort to update and [expand the plans that guide core areas](#) of the institution in alignment with LCCC's mission and vision. Progress reports outlining the development of and updates to these plans are shared with the District Board during planning workshops and are used in the allocation of resources. As referenced in **1.D.2**, [Institutional Planning Council \(IPC\)](#) ensures the plans align with the College's overall strategic plan and includes the voices of all stakeholders.

Examples of how the allocation of resources aligns with the College's strategic plan include:

- **State Capital Appropriations.** In order to prepare a new capital appropriations bill and comply with the capital planning provisions of Section 126.03 of the Ohio Revised Code, the College prepares and submits to Ohio's Office of Budget Management a six-year capital improvement plan. The College uses the preparation of this plan and two-year capital funding request as an opportunity to carefully review its capital needs and to request funding only for those projects that are most essential and aligned with the College's strategic plan. In doing this, the College examines its capital facility needs with respect to current operations, while bearing in mind the ways in which its mission and services will evolve over time. In addition to the Campus Master Plan, the College uses data from the facilities benchmarking consultant, [Sightlines](#). LCCC dollars spent on capital and planned maintenance are compared with comparable peer institutions. A [comprehensive mechanical assessment](#) is also used to help guide the allocation of resources ensuring they align with the strategic vision of the College.
- [The LCCC Foundation Campus Grants Program](#) funds select projects that complement LCCC's strategic plan. Innovative projects can be submitted for funding consideration by faculty, staff, or student groups. Since 1997, over 240 awards have been made in amounts ranging from \$500 to \$10,000 totaling nearly \$1,100,000 to develop new and grow existing

programs. As part of the application process, applicants must identify how the request advances the College's current strategic plan. Funded student-focused innovation ideas include LCCC's Commodore Cupboard Food Pantry, Student Computer Loan Program, iPad check-in process for student advising, and open educational resources for college mathematics courses.

5.C.2

LCCC's strategic plan provides the direction for institutional budgeting, planning, evaluation, and assessment. New initiatives, and the retention and/or expansion of existing ones, are researched for administrative cost, tuition revenue, state share of instruction impact, and assessed for impact and alignment with institutional priorities.

Before launching or expanding a large initiative or program, processing occurs with the president and vice presidents, then with Operations Council, followed by Staff Council and Faculty Senate, and then through other standing committees and councils, faculty brown bags, and staff updates. This process ensures that the program or initiative is in alignment with the College's strategic vision and mission. Detailed budgetary and programmatic implications are shared with the president and vice presidents as a part of the review process before committing.

Examples of linking assessment of student learning, operations, planning and budgeting include:

- **Prior Learning Assessment (PLA)** underwent review via the Impact Report. Findings indicated that PLA is one of the most efficient ways for a student to earn credit from the institution. Based on the findings, conversations processing the information, and planning for the next iteration of the work to support adult students, LCCC allocated resources to fund a full-time, adult-focused enrollment specialist position. This role expanded the identification of those who might be eligible for PLA.
- **Program Review Process** and program accreditation process include the identification of needs that have financial implications. This connection to the [budget and examples](#) are provided in **4.A.1**.

Adoption of the What Matters Most metrics provides LCCC with a consistent set of standard performance metrics. Other key sources of data include program reviews, the strategic planning process, the campus master plan and master technology plan, routine administration of [CCSSE](#) and [SENSE](#), the annual [Graduate Tracking survey](#), [Impact Reports](#), and section-level student outcome data, which are applied to inform academic and service-area improvement efforts and allow for benchmarking. Data and reports are disseminated institutionally through council and committee structures and/or divisionally where appropriate to drive process improvement. The College is currently exploring additional ways to align assessment of student learning with the budget, operation, and planning processes.

5.C.3

1.A.1 describes the extensive engagement process the College conducts as a part of the comprehensive strategic planning process.

5.C.4

LCCC has a long and enviable record of financial stability. The College proactively monitors

potential fluctuations in revenue sources and plans accordingly to ensure fiscal stability and [balanced budgets](#). For example:

- In 2015, Ohio became the second state in the country to allocate 100% of state share of instruction (SSI) in accordance with a performance-based funding model determined by specific success points. LCCC President Ballinger served on the funding consultation group to establish the funding formula for Ohio's community colleges. This leadership role enabled LCCC to deepen its data collection, analysis, and planning in support of improving student outcomes while leading to enhanced SSI. This planning process that integrates the College's goals for student success and fiscal stability has led LCCC to consistently be among the highest performing two-year colleges in the state for student success at 63% (persistence, completion and transfer), with the state average for community colleges at 53%. In the recent state biennial budget process, Ohio is considering changes to the SSI formula and how it might incorporate post-graduation success based on job and salary information of graduates. Again, LCCC is playing a leadership role at the state level to help design the formula.

Outlook: Due to the COVID-19 pandemic, LCCC experienced a 3.8% decrease in SSI during the fourth quarter of the 2019-20 fiscal year. Additionally, the College is preparing for a [20-25% reduction in SSI](#) for the 2020-21 fiscal year. This is obviously the most significant fluctuation in SSI Ohio higher education institutions have ever experienced. Due to the College's commitment to forecasting and planning, the College mobilized its work with campus stakeholder groups quickly to ensure a balanced budget for the current fiscal year and is in the process of addressing the cuts for the next fiscal year using a shared governance framework that focuses on its mission, vision and values.

- LCCC's Enrollment Planning Council (EPC), working in concert with Institutional Planning Council (IPC), monitors potential shifts in enrollment that could result in fluctuations in revenues from tuition and fees and makes annual recommendations regarding enrollment. Trends that affect tuition are routinely monitored and assessed and include: predictions for student persistence, unemployment rates, changes to financial aid programs, and population trends, such as the shrinking size of high school graduating classes. In recent years, the growth of dual enrollment prompted the College to make adjustments to its planning and budgeting tools to incorporate the specific funding formula used for dual enrollment.

Outlook: Due to the COVID-19 pandemic, LCCC examined several different scenarios for projecting enrollment for next year. In previous economic recessions community colleges overall tend to experience an enrollment increase. However, this economic recession is vastly different than those in the past. Therefore, to err on the conservative side, LCCC is planning for a 10% reduction in tuition revenues.

- LCCC is one of seven community colleges in the state that, along with state and tuition revenue support, also has the benefit of local property tax levy support. The College currently benefits from two ad valorem property tax levies. In April 2020, Lorain County voters passed at 60% a renewal of 1.8 mils plus 0.5 mil addition of LCCC's general operating levy for a period of 10 years. This level (60%) of voter support is the highest LCCC has experienced in 25 years. LCCC's second levy is set to expire in 2023 after a renewal and increase was passed in 2013. LCCC has implemented long-standing guidelines for carefully managing levy funds over the 10-year period to account for inflation and plans appropriately to ensure this base of support.

In addition to monitoring and responding to fluctuations in revenue, the College practices sound accounting and reporting of financials so decisions can be made to ensure fiscal stability. For internal reporting and budgetary purposes, the College continues to utilize fund accounting and maintains operating budgets for its general operating fund, auxiliary fund, and current restricted funds. The general operating fund budget includes all expenditures supported by unrestricted funds. The general operating fund expenditure budget includes instruction, library, general administration, general expense, plant operations, maintenance, financial aid, public service, mandatory and non-mandatory transfers, and reserves. The auxiliary fund budget is supported by revenues generated, including bookstore and food service operations, as well as training programs. The restricted funds budget includes all expenditures supported by specific grants and contracts. The plant funds budget is used to account for acquisition of long-lived assets for institutional purposes, for the renewal of institutional properties, and for debt service charges and retirement of indebtedness.

In September 2019, the [Board of Trustees approved an amended general fund budget](#) of \$71,364,015 for fiscal year 2020. The budget anticipated total revenues of \$69,153,363 including \$30,628,837 in SSI funds; \$15,013,171 in local property taxes levied for College operating purposes; \$20,793,918 in student fees and charges; \$917,674 in governmental grants, private contracts and gifts; and \$1,026,704 in other income. In September 2019, the state estimated an allocation to the College of \$30,678,558 in SSI funds for fiscal year 2020, which is \$1,777 less than the College's original budgeted amount of \$30,680,335. However, due to the COVID-19 pandemic and related effects to the state's budget, SSI funding is expected to be reduced by 3.8% this fiscal year.

5.D.5

The college incorporates strategic foresight and environmental scanning as part of its planning processes to ensure the institution proactively meets the needs of its stakeholders and anticipates changes that may affect operations and business conditions. For example:

- As outlined in **1.A.1**, LCCC's strategic planning process included an environmental scan using the process of strategic foresight. The four-part structure was used in the development of the last four strategic planning processes. The planning process for Vision 2025 kicked off in the fall of 2018 with a comprehensive literature review of nearly [100 documents](#) analyzed for emerging trends and environmental shifts. Documents included research on trends in higher education, workforce, technology, and global and local factors. This provided the base of knowledge shared with Listening and Learning and Vision Network participants. Eight major themes of trends were presented to the Vision Network and campus community in the development of LCCC's [Vision 2025](#). Based on these trends, the Vision Network developed five areas of focus most important to keep LCCC ahead of the rapidly-changing world. The five areas of focus in Vision 2025 are: Student Focused, Success Focused, Future Focused, Work Focused, and Community Focused.
- In planning, LCCC is acutely aware of the need to monitor the demographic shifts of the community it serves. LCCC consistently analyzes census data and Ohio Department of Education (ODE) data as part of planning for enrollment, which is also informed by external factors like shrinking high school class size (not expected to level off until 2030), the State of [Ohio's goal to increase credential attainment](#) for those over 25 years of age to 65%, and the interrelationship between unemployment rates and enrollment. This information is shared and processed as part the College's Institutional Planning Council, Enrollment Planning Committee, Administrative Leadership Team, Equity for Students Team and others to ensure alignment of plans and a common understanding of changing environments.

- LCCC ensures its employees stay connected to trends not only in higher education, but in the larger environment. Support is provided for individuals and teams through participation in local and national conferences, webinars, and college visits. Achieving the Dream and Frontier Set provide employees opportunities to learn about best practices and review supporting research. These resources inform and support internal planning efforts and ensure that national and international research is considered.

*** The text below has been merged from Core Component 5.D ***

5.D.1

LCCC routinely documents evidence in its operations through a number of plans and standard reports, produced on an agreed-upon schedule driven by data availability. These reports are distributed and processed with the appropriate campus divisions/units, committees/working groups, and broadly among campus stakeholders as tools to assist in continuous improvement and adoption of emerging trends, needs, and opportunities. Evidence of how this process is embedded into the operations and culture of LCCC and aligned with LCCC's mission and vision include:

- Student performance is tracked and measured through the institution's key performance indicators (institutional indicators of effectiveness). The District Board of Trustees (DBT) agreed through consensus to utilize these metrics and discuss at board meetings. This set of primarily leading indicators are the [What Matters Most \(WWM\) metrics](#) (See 4.C.3) adapted from [national research](#) and supported by LCCC's Achieving the Dream leadership coach at the time, Dr. Byron McClenney.
- LCCC redesigned its program review process in 2018 (See 4.A.1 and 5.D.2) to provide more [comprehensive data](#) to program coordinators including: assessment of general education outcomes, course completions, program completions, graduate job attainment and transfer data, and labor market outcome data. Program review takes place on a three-year cycle. Institutional Research, Planning and Engagement (IRPE) provides the data for program coordinators to review, reflect, and process for development of program improvement strategies.
- LCCC provides faculty, staff and administration with an annual equity report, titled the "[Equity Progress Update](#)." While this report was initially developed in 2015, the most recent iteration was created by an ad hoc committee comprised of faculty from each division, functional staff, Equity for Students Team (EST) co-chairs, and staff from IRPE. Through shared development, this report provides a comprehensive look at LCCC's data disaggregated by race and ethnicity, Pell eligibility (as proxy for low income), and non-traditional (25 years and older). This document serves as a communication tool, a catalyst for equity conversations, and a guide for further institutional redesign and innovation and now resides in the EST.
- Colleges and universities in Ohio are required by Ohio Revised Code 3345.81 to provide a biannual [Campus Completion Plan](#), signed by the DBT, to the Ohio Department of Higher Education (ODHE). LCCC has provided three plans to date with a fourth due December 1, 2020. This report requires the documentation of current initiatives, plans, evidence of improvements, and targets for key student success metrics. LCCC shares this plan broadly and intentionally aligns it with the strategic vision.
- LCCC participates in the [Voluntary Framework of Accountability \(VFA\)](#) and [Post-Secondary Data Partnership \(PDP\)](#) as an Achieving the Dream and Frontier Set institution. These national initiatives include data collection and afford the institution with benchmarking data. This benchmarking supplements the [Integrated Post-Secondary Education Data System](#)

(IPEDS) [Data Feedback reports](#), which benchmark institutions on key performance measures, such as, graduation rates, financial aid, faculty salary, and expenditures.

Operational performance of non-academic programs are documented through a variety of ways and used for continuous improvement:

- IRPE works with divisions/units to co-author [Impact Reports](#), which document an overview of the work being done, a profile of those using the services/programs, impact data (eg. persistence, efficiencies, completion rates), and near future improvement plans.
- IRPE administers the [Community College Survey of Student Engagement \(CCSSE\)](#) and [Survey of Entering Student Engagement \(SENSE\)](#) on a three-year cycle. The surveys provide valuable information and documentation of the student experience and satisfaction with service units including advising, library, tutoring, etc.

An [enhanced survey cycle](#), developed and launched this year, includes more targeted surveys to help understand the student experience and inform innovations, redesigns, and continuous improvement.

The launch included acquiring a license for Qualtrics to support a centralized approach to surveys at LCCC and adds capabilities including a survey response database and advanced piping options.

Qualtrics enabled the College to develop its own student intake survey and develop better workflow and integration with SDEV 101. Using the Hope Scale in addition to other questions, the new survey will launch fall of 2020.

5.D.2

Data and information are used to inform and drive redesign, refinement, and development of both academic and non-academic programs and offerings.

- WWM disaggregated metrics are available in an interactive dashboard on LCCC's SharePoint site, making this information accessible 24/7 by all employees of the College. Individual faculty, staff, and administrators, as well as committees and teams use the dashboard to inform continuous quality improvement efforts. The Student Completion Council leverages the dashboard for policy creation and redesign. The EST reviews the data and identifies action items for each academic year to reduce or eliminate student achievement gaps.
- Academic Program Review workbooks, assembled by IRPE, intentionally include questions to support a critical review of LCCC's programs and offer connections to enhance the work in the manual. At the end of the review cycle, programs are required to complete a [strengths, weaknesses, opportunities, and threats assessment](#) and share out the findings, results, areas of achievement, and plans for improvement at an [open session](#). These sessions are open to the campus community and program coordinators are encouraged to incorporate the voice of graduates, students, employers and any other stakeholders. New this coming year, IRPE will compile best practices and disseminate it to faculty to support continuous quality improvement (4.A.1 details the APR process).
- In 2015, LCCC partnered with MDRC, Great Lakes Higher Education Corporation and the Ohio Department of Higher Education to become part of the Ohio CUNY ASAP demonstration project. LCCC's [Students Accelerating in Learning \(SAIL\)](#) program is based on the City University of New York's (CUNY) Accelerated Study in Associate Programs (ASAP) successful model where over 50% of new students graduate with an associate degree in three years. ASAP is an uncommonly multifaceted, integrated, and long-lasting program for community college students, providing an array of services and support to help more students graduate and to help them graduate sooner. LCCC recognized that SAIL was a key program in

supporting student success and completion in direct alignment with the College's strategic plan. All participating students are Pell-eligible and 45% are underrepresented students.

LCCC's first SAIL cohort had a three-year completion rate of 43%. The dramatic improvement the program had on student completion drove the institution to look further into expanding and sustaining the program. A [feasibility study](#) was conducted in partnership with Social Finance by analyzing the cost per student, staffing requirements, incentive costs, tuition revenue, implications to state share of instruction, and return on investment (ROI). Based on the findings of the study, LCCC was able to commit to expanding the program to 300 students and investigate a model for part-time students.

- Developmental education has been an area of major reform at LCCC. Through the tracking and processing of data and reports, the Developmental Math Education team has transformed developmental math at LCCC (See 4.C.3). Using data to inform policy changes and structure changes, [gateway math completion](#) in the first year has risen 30 percentage points for full-time students post high school, from the 2010 cohort to 2018 cohort. This iterative redesign started with the modularization of developmental math and has now been refined based on data to be all co-requisite model math specifically aligned to the major with supplemental instruction and a math lab for support. Additionally, policy is in place to ensure that students requiring developmental coursework are attempting it in the first year.
- Divisions/units with limited system data to inform improvement leverage survey data. Areas like advising collect student satisfaction data after advising sessions and use [CCSSE](#) and [SENSE](#) to assess performance. Most recently, advising has used survey data to inform the development of same-day appointments, and the use of quick-question advisors during peak registration times (5.D.1 details additional surveys administered and the cycle developed).
- Ohio Performance Based Funding metrics are also used to inform continuous quality improvements. ODHE in partnership with the Ohio Association of Community Colleges (OACC) and the Community College Research Center (CCRC) at Columbia University's Teacher's College, provides [benchmark reports](#) that allow LCCC to have the added lens of its success. This information has been used to strengthen the focus on transfer pathways that provide equitable access to four-year institutions.

Sources

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- Analysis of 100 documents Vision 2025
- Assessment Budget Operations Planning Chart - Selected Examples
- CCRC Early Momentum Key Performance Indicators
- CCRC KPI Benchmark Dashboard
- CCSSE 2017
- Communication Open Session Presentation
- Comprehensive Mechanical Assessment - OSBORN LCCC HVAC
- District Board of Trustee Approval of Budget CC-672 signed
- District Board of Trustees Approved Amended Budget September 26 2019
- District Board of Trustees Master Plan
- Equity Progress Update 2019
- Graduate Impact Report 2018

- Institutional Survey Cycle
- IPEDS Data Feedback Report 2019
- LCCC Campus Completion Plan 2018-2020
- LCCC Foundation Campus Grants program
- Ohio Attainment Goal
- Post-Secondary Data Partnership Example
- Prior Learning Assessment Impact Report 2018
- Procedure II-240 Institutional Planning Council
- Reduction in State Share of Instruction A Message From Chancellor Gardner
- SAIL- ASAP 3-Year Impact Report
- SAIL Feasibility Study 2.15
- SENSE 2017
- Sightlines - LCCC FY18 Presentation
- SWOT Example SAGR Academic Program Review pg. 39
- SWOT Example SAGR Academic Program Review pg. 39 (page number 39)
- VFA Public Outcomes Report
- Vision 2025
- What Matters Most Alignment to National Research
- What Matters Most Dashboard
- What Matters Most Metrics College Level Math in First Year

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

LCCC's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. College revenue streams include local property taxes, state appropriations and capital, tuition and fees, and grants and contracts. An enrollment management plan tracks student recruitment and retention trends and informs potential impacts on the budget. The current resource base is sufficient to support educational programs and contribute to program improvement, with the ability to support the addition of an applied bachelor's degree, technology- and manufacturing-based programs, and an enriched general education curriculum. Regular review and analysis of human, physical, and technology resources by College committees drives decisions in these areas. The District Board of Trustees and college administration promote effective leadership and support the College mission through an organizational and committee structure that engages diverse view points and talents across the institution. The Vision 2025 strategic plan, approved by the Trustees, guides resource allocation in a systemic and integrated way that engages a wide range of internal and external stakeholders. LCCC plans for the future with frequent review of enrollment and community trends, state and local funding allocations, and attention to the alignment of assessment data with operations, planning and budgeting. The What Matters Most (WMM) metrics are the main driver for continuous improvement efforts on campus that contribute to educational quality, equity, and alignment with the LCCC mission.

Sources

There are no sources.